

**Castle Hill CP School 2019 – 2020**  
**Long Term Curriculum Overview**

<b>YEAR 6</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Theme</b>	War World 1	Alps	War World 2	Early Islam	Life changes	Production
<b>Writing Genres</b>	Stories with flashbacks Autobiographies / biographies Letters – formal / informal persuasive	Non chronological reports Recount Arguments	Formal / Impersonal writing Journalistic text - newspapers Narrative poetry / Reading poetry	Description / setting writing within a narrative	Significant Authors Diary	Non chronological reports The Power of Imagery Finding a voice
<b>English Texts</b>	Walter Tull's Autobiography (The Silver Donkey)	Clockwork	Rose Blanche (Boy in the Striped Pyjamas )	1000 and one Arabian Nights	Just So Stories	The Song from Somewhere Else
<b>Maths</b>	Number: Place Value Number: 4 Operations Geometry: Position and Direction	Number: Fraction Geometry: Position and Direction	Number: Decimals Number: Percentages Measurement: Converting Units	Number: Algebra Number: Ratio Measurement Perimeter, Area and Volume	Problem Solving Geometry: Properties of Shape Statistics	Complete transition maths project (PiXL) Transition Units
<b>Computing</b>	Unit 6.2 Online Safety (2 weeks) Unit 6.6 Networks (4 weeks)	Unit 6.1 Coding (6 weeks)	Unit 6.3 Spreadsheets (5 weeks)	Unit 6.7 Quizzing (6 weeks)	Unit 6.5 Text Adventures (5 weeks)	Unit 6.4 Blogging (4 weeks) (Link to transition)
<b>E Safety</b>	Privacy Rules	Selling Stereotypes	Internet Safety Week	Super Digital Citizen	Talking Safely Online	What's Cyber bullying?
<b>Science</b>	Light	Electricity	Animals including humans	Living things and their habitats	Evolution and Inheritance	Evolution and Inheritance
<b>DT</b>		Design, make and evaluate an electrical device.	Make and evaluate a patchwork quilt		Design and make a moving toy using CAMS (Animals in their habitat)	
<b>Geography</b>		Why do people visit the mountains? (Physical formation, tourism)			How do coastlines change?	How can we protect our environment? How can we reduce our ecological footprint?
<b>History</b>	What was the impact of World War One upon Folkestone and the local area?		What is the significance of the Battle of Britain?	What was it like for Sinbad to live in Baghdad?		

<b>Art &amp; Design</b>	Landscapes in time (Observations of the Folkestone landscape – Walter Tull)			Patterns within Islam		Theatre Scenes and props
<b>PE</b>	Invasion Games (Football, Basketball, Netball)	Urban Sports (Boxing, Urban Sports and Fitness)	Dance and Gymnastics	Racket Skills (Tennis, Badminton)	Striking and fielding (Rounders and cricket)	Teambuilding (Transition and cooperation)
<b>Music</b>	Journeys Music through World War 1	World unite Composing 'scene setting' music	Moving on Music through World War 2	Growth Music from South America	Roots Composing 'background music' for an environment	Class Awards Solo and ensemble performances
<b>RE</b>	U2.8 What difference does it make to believe in ahimsa, grace and/ or Ummah?	U2.7 What matters most to Christians and Humanists?	U2.7 What matters most to Christians and Humanists?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.3 What do religions say to us when life gets hard?	U2.3 What do religions say to us when life gets hard?
<b>PSHE</b>	Relationships: Trust	Relationships: Peer Pressure	Online technology safety: Social networking and sending pictures	Online technology: cyberbullying	Gender stereotypes: Discrimination and equal opportunities	Gender stereotype: Sexual orientation
<b>MFL – French</b>	<p>Recognise and use vocabulary about parts of the body and sports activities</p> <ul style="list-style-type: none"> <li>• Understand, use and answer questions about</li> <li>• sports activities</li> <li>• Understand the tu and vous (plural) forms of</li> <li>• regular –er verbs</li> <li>• Recognise and use c'est + adjective</li> </ul>	<p>Recognise and use vocabulary to describe the weather and seasons</p> <ul style="list-style-type: none"> <li>• Recognise and use vocabulary to describe animal habitats and recycling</li> <li>• Understand, ask and answer questions about the weather, habitats and recycling</li> <li>• Link sentences with et, mais, parce que and</li> <li>• quand</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use vocabulary to say how you are feeling (avoir expressions)</li> <li>• Understand, ask and answer questions about</li> <li>• where you live and what languages you speak</li> <li>• Link sentences with parce que, puis and car</li> <li>• Recognise superlatives such as le plus petit;</li> <li>• le plus jeune; la plus belle</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use words to describe school</li> <li>• Recognise and use language for talking about the French island of Réunion</li> <li>• Understand, ask and answer questions about school and daily routine</li> <li>• Revise ne ... pas and understand ne ... rien</li> <li>• Understand and talk about events using times and the adverbs avant, maintenant, après</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use vocabulary for shopping and ordering food and drink in a café</li> <li>• Revise numbers up to 100 using euros</li> <li>• Understand, ask and answer questions about what you want to eat and drink, in a café role play situation</li> </ul>	<p>Review and apply learning from the previous terms in role play situations</p>

<p><b>WOW*</b></p>	<p>Trip to Canterbury / Rochester</p> <p>Visiting Local Historian</p> <p>Hawkhurst Trenches</p> <p>Kingswood / Activity Week</p> <p>Celebration – Parent Assembly</p>	<p>Remembrance Walk – Folkestone</p> <p>Rock climbing experience</p> <p>Share the electrical device with another class in the school</p> <p>Celebration – Remembrance Assembly</p>	<p>Visit Imperial War Museum and The War Time Tunnels</p> <p>Holocaust Memorial Day</p> <p>Celebration – Street Party (VE Day)</p>	<p>The Warren and Dungeness RSPB habitat investigations</p> <p>Celebration – Share habitat quizzes with younger year groups</p>	<p>Beach School and coastline walks</p> <p>Celebration – display observational artwork in the library</p>	<p>Production and performance to School Community</p> <p>Celebration - Performance</p>
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