

# Bounds Green Whole School Curriculum Overview 2023-24

Y6 2023-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Trips and Performances</u></b>	Imperial War Museum (History)	Theatre: Lion, Witch and Wardrobe TBC (English)  Electricity workshop- in school (Science)	Pendarren		Post-SATs Park celebration	NHM Evolution workshop (Science) Sports Day
<b><u>Maths</u></b>	Place value of large numbers Properties of numbers Addition & subtraction and Multiplication & division (review)  Decimals		Fractions  Geometry: position and direction Ratio	Algebra  Measure: calculating - all units  Measure: area and perimeter	Geometry: properties of shape  Statistics	Consolidation
<b><u>English Genre</u></b>	<b>Core Learning Text</b> Boy in the Tower by Polly Ho-Yen  <b>Narrative:</b> Diary writing (2 different perspectives)  <b>Non-Fiction:</b> Persuasive writing (informal letter to Ade's mum)	2 week poetry unit AUT B – The Highwayman and other narrative poems  <b>Core Learning Text</b> Narnia by C.S.Lewis  <b>Narrative:</b> Story Writing (tension writing – Lucy approaches the wardrobe)  <b>Non Fiction:</b> Non-Chronological Report- Fauns Persuasive Writing (brochure) for Narnia  <b>Poetry:</b> Narrative Poetry	<b>Core Learning Text</b> The Explorer by Katherine Rundell  <b>Narrative:</b> Story Writing with dialogue (surviving a plane crash and finding food to survive) Setting Description (rainforest)  <b>Non-Fiction:</b> Newspaper Writing (about the plane crash)  <b>Other assessment pieces:</b> NCR on original animal Tension writing (Alma) Creative writing stimuli		<b>Core Learning Text</b> Kensuke's Kingdom by Michael Morpurgo Non-Fiction: Balanced Argument (children taken out of school to adventure) Informal Letter (message in a bottle)	
<b><u>Cross-Curricular Writing</u></b>	<b>Geography:</b> Non-Chronological Report: Exports and imports <b>Science:</b> Explanation writing – circulatory system	<b>History:</b> Explanation Writing: The Outbreak of the War Letter Writing: Evacuee letter Information Writing: The Blitz-air Raid shelters	<b>History:</b> Diary writing: The Windrush Windrush Poetry <b>Science:</b> Biography (Darwin) Non-chronological report: Iguanas on the Galapagos Islands <b>Computing:</b> Analysing persuasive techniques in TV adverts		<b>Science:</b> Explanation Writing Discussion and argument writing: classifying micro-organisms	<b>Science:</b> Instructions for Electrical experiments
<b><u>Science</u></b>	<b>Animals Including Humans</b> (Circulatory System)	<b>Light</b> (how light travels)	<b>Electricity</b>	<b>Living things and Habitats</b> (Classification system and micro-organisms)	<b>Evolution and Inheritance</b>	End of Key stage Assessment
<b><u>History</u></b>	<b>Migration - change and continuity</b> Focus on migration to London – Roman times to the dark ages  <b>Historical study of London</b> :The Blitz in local area and evacuation		<b>Historical study of London</b> :The Blitz in local area and evacuation  <b>Historical study of London</b> - How did life in London change after WW2?		Significant People in History from the British Empire ? Windrush	
<b><u>Geography</u></b>	Why is California so Thirsty?	North and South America	Regional comparison: South America, Andalucia and UK	Maps and Settlements	How do we save our planet?	
<b><u>RE</u></b>	Unit 4: What does it mean to belong to a religion?		Unit 8: What do people believe about life?		Unit 12: What does it mean to belong to a religion? What is Freedom?	
<b><u>Art and DT</u></b>	<b>Sculpture –</b> Masks	<b>Printing-</b> Collagraph printing	<b>DT - Mechanisms</b> Cams, gears and pulleys	<b>DT –Mechanisms</b> ...continued	<b>Drawing-</b> Visual language and experimental drawing	<b>Painting-</b> Developing a drawing into a painting <b>DT - cooking</b>
<b><u>Computing</u></b>	<b>We are game developers (y5 unit)</b>	<b>We are advertisers y6</b>		<b>We are computational Thinkers SOC3</b>	<b>We are Spreadsheet developers</b>	<b>We are publishers</b> <b>Year book SOC 3</b>
<b><u>Education for a connected world</u></b>	<b>Online relationships</b>	<b>Self-image and identity</b>	<b>Managing online information</b> Online reputation	<b>Copyright and ownership</b> Privacy and security	<b>Online bullying</b>	<b>Health, well-being and lifestyle</b>
<b><u>PE</u></b>	Games – Invasion Focus and ball skills) / The Daily Mile	Gymnastics- Matching, Mirroring & Contrasting/DM	Gymnastics- Synchronisation & Canon / Daily Mile	Games - Net/Court/Wall & The Daily Mile	Athletics & Swimming	Games- striking and fielding The Daily Mile
<b><u>MFL</u></b>	Our school	Our school	Creating a cafe	Creating a cafe	Descriptions	Pupil Choice project
<b><u>Music</u></b>	Singing once a week with Elena – and Inter-related dimensions of Music					
	<b>Music and Protest</b> <b>We are Performance Poets</b> Using Ableton to create beats. Writing lyrics.	<b>Music and Manipulation</b> Music evokes feeling and mood Features of Jazz Programming a concert	<b>Music and Hope</b> Music as commemoration Fanfares - Last Post What is a Requiem? Classical to Contemporary	<b>Music and Migration</b> Music crosses borders Music of Windrush – calypso Music Traditions	<b>We are Composers</b> London Sinfonietta Composition Challenges	<b>We are Performers</b> Y6 final performance

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