



# St. Gerard's Curriculum Overview Year 6

## Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content, that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Geography

### Locational knowledge

• locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (ICELAND)

• identify the position and significance of Arctic and Antarctic Circle

### Human and physical geography

• describe and understand key aspects of: - physical geography - earthquakes

### Place Knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (WEST MIDLANDS), a region in a European country (ICELAND), and a region within North or South America (MEXICO)

### Geographical skills and fieldwork

## Design Technology

### Design CONTROLLABLE VEHICLES & MASKS (Topic)

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- investigate and analyse a range of existing products

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- understand and use mechanical systems in their products

- understand and use electrical systems in their products

- apply their understanding of computing to program, monitor and control their products

## Cooking & Nutrition

### CHILLI CON CARNE & RICE

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Science including working scientifically

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

### PSHE

- Know how emotions and bodies change as they approach puberty and how to deal with their feelings towards themselves, their families and other in a positive way.
- Recognise the range of jobs that people do and how to build their skills for the future
- Know how to look after their money and the benefits of saving
- Know what democracy is
- Know how the media present information
- To recognise and challenge stereotypes

## Art (BRIDGET RILEY (cc link computing) & EXPRESS

### YOURSELF

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

## History

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (CRIME & PUNISHMENT including Victorian, Roman eras)
- A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 (CADBURY WORLD – CHOCOLATE)

## Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Charanga, assemblies, productions)
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Dan Callow)
- develop an understanding of the history of music

## Physical Education

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

OAA, tag rugby, gymnastics, dodgeball, Gaelic football, athletics, cricket, rounders & golf.

## Modern Foreign Languages

- To listen and identify sentences spoken in the present & immediate future
- To hold a conversation, talking about plans
- Identify adjectives, verbs and articles during conversation
- Read and translate a text
- Adapt and substitute words
- Write and translate a paragraph

## Religious Education

Advent, Christmas, Lent, Holy week and Easter are taught to every class each year.

- The story of the people of God
- Followers of Christ
- Baptism and Confirmation
- Prayers in the lives of followers of Christ
- Pentecost
- Belonging to the church community
- Celebrating the life of Mary and the Saints
- Confirmation