



# Wellesbourne Primary and Nursery School

## Year 6 Curriculum



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Science</b>	<b>HEALTHY BODIES</b>  <b>CLASSIFYING ORGANISMS</b>	<b>EVOLUTION AND INHERITANCE</b>	<b>CHANGING CIRCUITS</b>  <b>SEEING LIGHT</b>
<b>Computing</b>	<b>Computing Systems &amp; Networks</b> Sharing Information  <b>Programming</b> Python 2: Ozaria	<b>Creating Media</b>  3D Modelling  <b>Creating Media</b> Web Page Creation	<b>Programming</b> Introduction to Micro-Bits  <b>Creating Media</b> Pupil Project
<b>History</b>	<b>A NON-EUROPEANS SOCIETY THAT PROVIDE CONTRASTS WITH BRITISH HISTORY</b>  Who were the Maya, how did they live and what happened to their civilization?	<b>A LOCAL HISTORY STUDY: AN ASPECT OF HISTORY DATING FROM A PERIOD BEYOND 1066 THAT IS SIGNIFICANT TO THE LOCALITY</b>  How were people's lives affected by World War II and the Blitz on the Home Front?	<b>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS CHRONOLOGIVCAL KNOWLEDGE BEYOND 1066</b>  How and why have crime and punishment changed through the ages?
<b>Geography</b>	<b>UNITED KINGDOM</b>		<b>LOCAL AREA AND REGION</b>
<b>Art and Design</b>	<b>3D WORK</b>  Recycled Sculpture	<b>PAINTING</b>  Graffiti Art – Banksy/Paul Curtis	<b>DRAWING</b>  Perspective - Lowry

<b>Design Technology</b>	<b>ELECTRICITY</b> Create a fairground ride using batteries.		<b>FOOD</b> Come Dine with Me: children work in groups to design and make one course of a 3-course meal.
<b>Music</b>	<b>HAND SIGNS</b> Kodaly method <b>SINGING</b> Harmonies	<b>INDIAN MUSIC</b> Shankar <b>VIKINGS</b> Wager	<b>INSTRUMENT STUDY</b> Ukulele Ukulele Book 2
<b>Personal, Social, Health and Economical Education</b>	<b>FAMILIES AND FRIENDSHIPS</b> <b>SAFE RELATIONSHIPS</b> <b>RESPECTING OURSELVES AND OTHERS</b>	<b>BELONGING TO A COMMUNITY</b> <b>MEDIA LITERACY AND DIGITAL RESILIENCE</b> <b>MONEY AND WORK</b>	<b>PHYSICAL HEALTH AND MENTAL WELLBEING</b> <b>GROWING AND CHANGING</b> <b>KEEPING SAFE</b>
<b>Religious Education</b>	<b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) What do religions say to us when life gets hard?	<b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity) Is it better to express your beliefs in arts and architecture or in charity and generosity?	<b>Living</b> (Religious practices and ways of living; questions about values and commitments) What matters most to Christians and Humanists? What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?
<b>Physical Education</b>	<b>BASKETBALL</b> <b>DANCE</b>	<b>GYMNASTICS</b> <b>DANCE</b>	<b>CRICKET</b> <b>ATHLETICS</b>

