

Year 6 Curriculum Overview

| | <u>Autumn A</u> | <u>Autumn B</u> | <u>Spring A</u> | <u>Spring B</u> | <u>Summer A</u> | <u>Summer B</u> |
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| Topic | Fallen Fields | Frozen Kingdom | A Child's War | Blood Heart | Darwin's Delights | Hola Mexico Transition |
| English | Narrative poetry Non-chronological report Recount- diary | Recount from alternative viewpoints Newspaper report Haiku poetry Short narratives | Persuasive writing Diary Letter- recount Discussion | Explanation Discussion Shape Poetry Biography | Diary Recount- letter writing Debates | Narrative- suspense writing Myths and legends Instructional writing Persuasive brochures |
| Quality texts linked to topic | Flanders Fields- - John McCrae Memorial- Gary Crew War Horse- Michael Morpurgo | Kaspar the Prince of Cats- Michael Morpurgo Shackleton's Journey- William Grill | Rose Blanch- Ian McEwan Goodnight Mr Tom- Michelle Magorian The Lion and the Unicorn- Shirley Hughes | Blood Heart Boy- Malorie Blackman | Kensuke's Kingdom- Michael Morpurgo Journey to the River Sea- Eva Ibbotson Sky Hawk- Gill Lewis | Holes- Louis Sachar Can You See Me- Libby Scott (Transition) |
| SPAG | Simple, compound and complex sentences Word classes Conjunctions Homophones | Inverted commas Past, present and future tense Relative clauses Fronted adverbials | Modal verbs to indicate degrees of possibility Active and passive voice Hyphens Determiners and generalisers | Formal and informal speech Colons and semi colons Subject and object Brackets, dashes and commas to indicate parenthesis | Synonyms and antonyms Auxiliary verbs Subjunctive form Colon and bullet point list | Revision |

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| Maths | Number and Place Value Calculation | Fractions Geometry- Position and direction | Number- decimals percentages algebra | Measurements- converting units Measurement- perimeter, area, volume Ratio Statistics | Geometry- properties of shape Consolidation and SATs | Consolidation, investigations and preparations of KS3 |
| Science | Electricity; investigating circuits | Living things and their habitats | | Healthy lifestyles including circulatory system. Measuring heart rate; lifestyle effects | Evolution and Adaptation | Light and shadows; the eye |
| History | British History Beyond 1066 - WWI •Explain why this was important in relation to British history •Know how to place historical events and people from the past societies and periods in a chronological framework •Know how Britain has had a major influence on the world | History of the Titanic a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Exploration in the early 1900s | British History WW2 & Local History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | Ancient Mayan lifestyle, Gods and Humans. A study of a non- European society that provides contrasts with British History. |
| Geography | Locate countries involved in the War using maps and atlases. | Use maps and globes to locate the equator, the tropics of cancers and Capricorn and the Greenwich meridian. Locate countries on Titanic Voyage; Features of Oceans; Locate north and South Poles and differences between them. | Locate countries involved in the War. Locate bombed cities. Locate safe places for evacuees. | | Understand biomes, vegetation belts, land use, economic activity, distribution of resources Use maps and computer mapping to plot the route Darwin took on HMS Beagle. Describe and understand key aspects of physical and human geography when exploring the | The Maya (Civilisations from 1000 years ago) •Locate the countries in North and South America; Locate Mayan Civilizations. Study and compare Mexican Cities and Climate of South America to the England. |

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| | | | | | Galápagos Islands. | |
| P.E | <p>Athletics Long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p> <p>Tag Rugby (Invasion) Defending, attacking, throwing, catching, running and dodging.</p> | <p>Health and Fitness Different components of fitness including speed, stamina, strength, coordination, balance and agility</p> <p>Basketball (Invasion) Defending, attacking, throwing, catching, dribbling and shooting</p> | <p>Gym Hold and receive body weights; creating shape by pushing and pulling from equipment; creating sequences of movement</p> <p>Net/ wall games Court positioning, attacking, defending, throwing, aiming, striking</p> | <p>Dance Developing an idea or theme into dance choreography.</p> <p>Hockey (invasion) Improve defending and attacking skills playing even- sided games. fluency in dribbling, sending and receiving a ball in a small game</p> | <p>Gym Jumps, rolls; linking movements; cartwheels</p> <p>Rounders (striking and fielding) Throwing, catching for accuracy; running; teamwork.</p> | <p>OAA Communication; problem solving' team work.</p> <p>Athletics Long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p> |
| Art | Use Sketch books to collect and record, examples of war memorials to create a new design. | <p>Print making and Carving. Study significant Inuit artists: Manasie Akpaliapik. Germaine Arnaktauyok. Aron of Kangeq. Karoo Ashevak. Kenojuak Ashevak. Pitseolak Ashoona. Shuvinai Ashoona. Siasi Atitu</p> | Improve mastery of techniques such a drawing, painting and sculpture with varied materials | | Creating sketchbooks; observational drawings | <p>Sculpture; Maya Art and jewellery</p> <p>Day of the Dead art</p> |
| DT | Electrical systems: understanding the essential characteristics of a series circuit and experience of creating a battery powered, functional, electrical product | Textiles- designing clothing suitable for Artic exploration | <p>Designing air raid shelters</p> <p>Use research and criteria to develop products which are fit for purpose and aimed at specific groups</p> <p>Use annotated sketches, cross section diagrams.</p> <p>Analyse and evaluate existing products and improve own work</p> | | | Mexican Food: celebrating culture. |

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| | | | Food: rationing recipes | | | |
| French | Getting to know you- Basic greetings and introductions | All about me- understanding and following instructions, name parts of the body, identify colours and say what they are wearing | Food glorious food- learning the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns. | Friends and family- how to identify and introduce family and pets and spell their names. Pupils will also learn the names for places in their own home. | Our school- this will teach pupils key vocabulary and phrases around the theme of school. | Time- Learning how to say days of the week, months and dates and also count on from 11-31 |
| PSHE | SEAL- New Beginnings Empathising with people from different times | SEAL- Getting on and Falling out Anti-bullying week Care of the environment | SEAL- Going for Goals Empathising with people from different times | SEAL- Good to be Me Harmful substances | SEAL- Relationships Taking responsibility | SEAL- Changes Crucial Crew Lucinda and Godfrey |
| R.E | Why is Buddha important to Buddhists How do Buddhist beliefs affect the way Buddhists lead their lives? | What do the gospels tell us about the birth of Jesus | How do religions respond to prejudice and discrimination? | Why is Good Friday and Easter day the most important day for Christians? | How and why do some religious people inspire others? What do religions say about the environment? | |
| ICT | Ilearn2 Graphic design and publishing | Ilearn2 E-Safety | Ilearn2 Computers, past, present, future | Ilearn2 Image editing | Ilearn2 Programming in Scratch | Ilearn2 Web design |