

Year 6 Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing	<p><u>Chronological reports</u> Looking at the organisational features and style of a newspaper report. Producing reports about the execution of Anne Boleyn.</p> <p><u>First person recounts</u> Creating recounts based on our knowledge of historical features we have studied in ICC around the Battle of Bosworth.</p>	<p><u>Shakespeare</u> Exploring the works of William Shakespeare. Looking in depth at Macbeth. Investigating the author's style and techniques. Writing a biography, witches' chant, soliloquy and rap. Producing an in depth character study. Drama activities performing in role as one of the characters.</p> <p><u>Narrative Fiction</u> Writing spooky stories and thinking about how to build suspense and create plots.</p>	<p><u>'Holes'</u> by Louis Sachar Identifying language and organisational features. Identify the devices the author uses to engage the reader. Analyse the structure of the text and character development. Producing a range of written pieces demonstrating an understanding of the characters and themes in the novel.</p>	<p><u>Narrative Fiction</u> Immerse pupils in written narratives from a range of modern authors. Children will investigate style and language and use these to inspire their own writing.</p> <p><u>Poetry</u> Investigating writers' use of personification Using this to create own personification poems about an air-raid shelter.</p>	<p><u>Non-chronological reports</u> Writing reports linked to our ICC work about coastal erosion.</p> <p><u>Take one book</u> Each class in school will theme their week's lessons around a chosen novel.</p> <p><u>Factfiles</u> Inventing imaginary creatures and creating factfiles of information about them.</p>	<p><u>Chronological reports</u> Writing newspaper reports based on the Olympics and looking at the legacy of 2012.</p> <p><u>Debates and Balanced Arguments</u> Investigating the arguments for and against sponsorship of the Olympics by fast food companies.</p>
	Spelling, Punctuation and Grammar	<p><u>Grammar and Punctuation</u> Colons, semi-colons, ellipsis, formal and informal language.</p>	<p><u>Grammar and Punctuation</u> Brackets, colons and semi-colons, phrases and sentences, accurate use of commas and hyphens</p>	<p><u>Grammar and Punctuation</u> Determiners, subjunctive mood, correct use of inverted commas, single dashes, tenses, subject and object, passive and active voice.</p>	<p><u>Grammar and Punctuation</u> Nouns and noun phrases, verbs, adjectives, adverbs, prepositions and conjunctions.</p>	<p><u>Grammar and Punctuation</u> Apostrophes, word families, bullet points, synonyms, antonyms.</p>	<p><u>Grammar and Punctuation</u> Prefixes and suffixes, recap of grammar learnt over the key stage.</p>
	Reading	<p><u>Guided Reading</u> Children will read a wide range of extracts from fiction, non-fiction and poetry, and use these to improve key reading skills such as: inference, retrieval, predicting, summarising, identifying themes, identifying how language contributes towards meaning and providing reasoned justifications of the children's own views. They will explore the effect intonation, tone and volume have when performing poetry. In non-fiction, they will distinguish between fact and opinion and explore how structure and presentation contribute towards meaning. Guided reading will be linked to our wider learning wherever possible. For example, we will</p>				<p><u>Revision</u> Class teachers will revisit some of the key reading skills that children still need to practice, ready for SATs in May.</p>	<p><u>Poetry</u> Learning a range of poems and reciting them by heart.</p>

		study the book "The Diary of Lady Jane Grey", read excerpts from "Tudor Life" and read about Francis Drake while studying Tudors.				
Maths	<p><u>Number and Place value</u> Counting and comparing numbers to 10 million, understanding place value. Rounding and negative numbers.</p> <p><u>Addition, subtraction, multiplication and division</u> Mental and written calculations using the four operations. Identifying multiples, factors and prime numbers. Problem solving.</p>	<p><u>Fractions</u> Comparing and ordering fractions. Using knowledge of factors to simplify fractions. Adding, subtracting, multiplying and dividing fractions. Using equivalence between fractions, decimals and percentages. Problem solving.</p> <p><u>Geometry</u> Describing position on a grid using all 4 quadrants. Drawing, reflecting and translating shapes on co-ordinate grids.</p>	<p><u>Number – decimals</u> Place value to three decimal places. Multiplying by 10/100/1000. Multiplying decimal numbers by whole numbers. Division where the answer has up to 2 decimal places.</p> <p><u>Number- percentages</u> Solve problems involving percentages and use equivalence between percentages, fractions and decimals.</p> <p><u>Number – algebra</u> Use simple formulae, generate and describe linear number sequences and solve problems with two unknowns.</p>	<p><u>Measure – converting units</u> Use, read, write and convert between standard units of measurement (length, mass, volume and time)</p> <p><u>Measure – perimeter and area</u> Calculating and problem solving with area, perimeter and volume of regular and irregular shapes.</p> <p><u>Number – ratio</u> Solve problems involving the use of ratio (by multiplying and dividing) Understanding scale factors.</p>	<p><u>Geometry – properties of shapes</u> Draw shapes accurately. Measure and calculate missing angles within shapes. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Name and illustrate the parts of a circle and their relation with each other.</p> <p><u>Problem solving</u> Solving problems using the full range of the maths curriculum.</p>	<p><u>Statistics</u> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p> <p><u>Investigations</u> Using our knowledge of maths to solve and investigate maths problems within real life contexts.</p>
Science	<p><u>Animals including humans</u> Identifying the main parts of the human circulatory system. Recognising the impact diet, exercise and drugs have on the body. Looking at how water and nutrients are transported within animals.</p>	<p><u>Electricity</u> Associate the brightness of a lamp with the number of voltage cells used in a circuit. Compare and vary how components function (such as bulbs, buzzers, switches). Use circuit symbols when drawing circuit diagrams.</p>	<p><u>Evolution and inheritance</u> Recognising that living things change over time and that fossils provide clues to this. Recognising that living things produce offspring that vary and are not identical to their parents. Identifying how plants and animals evolve over time to adapt to their environment.</p>	<p><u>Light</u> Recognise that light appears to travel in straight lines. Understand that objects are seen because they reflect light into the eye. Explain why shadows have the same shape as the object that cast them.</p>	<p><u>Sex and Relationships Education (RSE)</u> Puberty, changes, personal hygiene, different families and different relationships. (more information about our RSE curriculum will be provided nearer the time)</p>	<p><u>Living things and their habitats</u> Classifying living things (including plants, animals and micro-organisms) based on their characteristics.</p>

Curriculum	History/ Geography/ PSHE/ Drama	<u>The Tudors</u> Looking at the War of the Roses and using timelines to introduce the Tudor period. What was the Battle of Bosworth and what did it mean for England? Henry VIII and his six wives. Religious attitudes and Henry VIII's relationship with the church. Queen Mary and Lady Jane Grey. Tudor exploration and use of technology in map making. Francis Drake – hero or pirate? Children will research the Spanish Armada and the reasons for its eventual failure.		<u>Rivers deep, mountains high</u> Making structures to help traverse mountains, locating the major mountain ranges of the UK and the world. Exploring how rivers are formed and how local rivers influence wildlife and the local population.	<u>The Battle of Britain</u> What is the Battle of Britain and how did it shape the future of the country? What is the 'Blitz Spirit'? How did people keep themselves safe? Children will learn about the events leading up to the Battle of Britain and the legacy left from the attacks.	<u>Is Norfolk disappearing?</u> Exploring coastal erosion and why it happens. Conducting field work to see the impact that erosion is having on Norfolk. <u>Me, myself and I</u> Relationships and sex education, family diversity, body image, gender stereotyping and challenging stereotypes.	<u>Lights, camera, action!</u> Learning dance routines and songs for the end of year production. Creating props, costumes and scenery to support the production. <u>What did the Greeks ever do for us?</u> Learning about Ancient Greece and its impact on Western civilisation, including the Olympics.
	Art/ Design and Technology	Creating a portrait gallery by looking at the work of Arcimboldo and other artists	Creating a range of different craft. Cooking a croque-monsieur while following instructions in French.	Using watercolours to paint images of mountains, with use of colour and tone to suggest distance one to suggest distance.	Cubist portraits in the style of Picasso War time cooking – what meals were made during rationing?	Cooking a range of savoury foods, using various techniques. Considering what a healthy diet looks like.	Producing a Greek mask by choosing our own medium and justifying that choice.
Physical Education		Agility, skill, strength, stamina and co-ordination. Using a range of sports and games equipment and rules to develop these skills.					
Computing		<u>Games designers</u> Children use programming blocks to design, build and evaluate a simple 'maze' style game.		<u>Spreadsheets</u> Using spreadsheets to organise information and create formulas.		<u>Broadcasting</u> Creating a movie for new Year 3 starters, using a choice of technology.	
Personal, Social and Health Education		Getting back into PATHS; talking about feelings	Study and Organisations Skills	Conflict Resolution	Respect	Relationships and Sex Education (RSE)	Drugs Education/ Endings and Transitioning
Religious Education		What difference might a belief in Heaven make to a Christian?	What can art tell us about the Muslim view of the world?	If life is a journey does it ever end? (Hinduism)	What would the world be like if everyone followed the ten commandments?	How does being a Buddhist affect your life?	What is the meaning of the Progressive Revelation to the Baha'is?
Music		Where did pop music come from?		Which composers changed our view of music?		End of year performance	
French		<u>In France</u> French cities and tourist attractions. French foods. Cooking a simple French recipe.	<u>Actions</u> Prepositions, common verbs and simple adverbs.	<u>My family</u> How to talk about household tasks and family based weekend activities. Sentences in the past and present tense.	<u>A weekend with friends</u> How to talk about activities we like to do with our friends. How to invite someone to an activity.	<u>The future</u> Using the future tense to talk about what we are going to do. How to use 'aller' in third person sentences.	<u>Jobs</u> Using a conversation structure to say what we want to do as a job. Learning how to say a selection of job titles and workplace.