



**"As unique individuals, we do our best at work and play for the love of God and others."**

## Year 6 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>RE</b> The Vine and Branches	<u>Creation and Covenant</u>	<u>Prophecy and Promise</u>	<u>Galilee to Jerusalem</u>	<u>Desert to Garden</u>	<u>To the Ends of the Earth</u>	<u>Dialogue and Encounter</u>
<b>Class Text</b>	<u>Reading text:</u> When We Were Warriors	<u>Reading text:</u> The Place for Me	<u>Reading text:</u> Survivors	<u>Reading text:</u> Exploring the Amazon	<u>Reading text:</u> Great Adventurers by Alistair Humphreys	<u>Reading text:</u> Sky Chasers by Emma Carroll
<b>Stimulus for writing</b>	<p><u>Text:</u> The Explorer by Katherine Rundell <u>Outcome:</u> instruction writing <u>Purpose:</u> to inform <u>Audience:</u> explorers</p> <p><u>Text:</u> King Kong By Anthony Browne <u>Outcome:</u> Letter writing <u>Purpose:</u> to persuade <u>Audience:</u> Peers</p> <p><u>Text:</u> King Kong by Anthony Browne <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> Year 5</p>	<p><u>Text:</u> Curse of the Maya by Johnny Pearce and Andy Loneragan <u>Outcome:</u> diary entry <u>Purpose:</u> to entertain <u>Audience:</u> parents</p> <p><u>Text:</u> Curse of the Maya by Johnny Pearce and Andy Loneragan <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> Year 3</p> <p><u>Text:</u> Rain Player by David Wisniewski <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> peers</p>	<p><u>Text:</u> Shackleton's Journey by William Gill <u>Outcome:</u> diary entry <u>Purpose:</u> to entertain <u>Audience:</u> peers</p> <p><u>Text:</u> Shackleton's Journey by William Gill and Ice Trap by Meredith Hooper <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> Year 4</p> <p><u>Text:</u> Ernest Shackleton (Little People, Big Dreams) <u>Outcome:</u> Non-chronological report <u>Purpose:</u> to inform <u>Audience:</u> parents</p>	<p><u>Text:</u> Who Let the Gods Out by Maz Evans <u>Outcome:</u> persuasive argument <u>Purpose:</u> to persuade <u>Audience:</u> zodiac council</p> <p><u>Text:</u> Who Let the Gods Out by Maz Evans <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> Staff</p> <p><u>Text:</u> Leo and the Gorgon's Curse - Joe Todd Stanton <u>Outcome:</u> Retell <u>Purpose:</u> to entertain <u>Audience:</u> Year 4 and 5</p>	<p><u>Stimulus:</u> London trip <u>Outcome:</u> leaflet <u>Purpose:</u> to inform and persuade <u>Audience:</u> Year 5</p> <p><u>Text:</u> London Eye Mystery by Siobhan Dowd and trip <u>Outcome:</u> write their own mystery <u>Purpose:</u> to entertain <u>Audience:</u> peers or parents</p>	<p><u>Text:</u> The Boy in Striped Pyjamas by John Boyne <u>Outcome:</u></p> <p>Creative Writing Projects, Competitions and Book Making.</p>
<b>SPAG</b>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> <li>• Revision of some prior knowledge</li> <li>• Punctuation of bullet points to list information</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices</li> </ul>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> <li>• Revision of some prior knowledge</li> <li>• Use of colon to mark the boundary between independent clauses</li> <li>• Use of the dash to mark the boundary between independent clauses</li> </ul>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> <li>• Revision of some prior knowledge</li> <li>• Using formal and informal speech structures - question tags</li> <li>• Use of the passive to affect the presentation of information in a sentence</li> </ul>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> <li>• Revision of some prior knowledge</li> <li>• Use of the subjunctive form</li> <li>• How hyphens can be used to avoid ambiguity</li> </ul> <p><u>Spelling:</u></p>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> <li>• Revision of some prior knowledge</li> </ul> <p><u>Spelling:</u></p> <p>Word list – years 5 and 6</p> <ul style="list-style-type: none"> <li>• Words ending in -ant, -ance/-ancy</li> </ul>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> <li>• Revision of some prior knowledge</li> </ul> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• Word list – years 5 and 6</li> <li>• Homophones and other words that are often confused</li> </ul>



	<p>(repetition of a word or phrase)</p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices (grammatical connections - adverbials)</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Adding <i>-ed</i>, <i>-ing</i>, <i>-er</i>, <i>-est</i>, <i>-en</i> to words with more than one syllable (Y3/4*)</li> <li>Adding suffixes beginning with vowel letters to words ending in <i>-fer</i></li> <li>Adding suffixes beginning with vowel letters to words ending in <i>-fer</i></li> <li>Words containing the letter-string <i>ough</i></li> <li>Words containing the letter-string <i>ough</i></li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> <li>Endings which sound like /jəs/ spelt <i>-cious</i> and <i>-tious</i></li> <li>Endings which sound like /jəs/ spelt <i>-cious</i> and <i>-tious</i></li> <li>Use of the hyphen</li> <li>Homophones and other words that are often confused</li> <li>Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of different layout devices</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Words with the /i:/ sound spelt <i>ei</i> after <i>c</i></li> <li>Words with the /i:/ sound spelt <i>ei</i> after <i>c</i></li> <li>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</li> <li>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> <li>Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i></li> <li>Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i></li> <li>Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i></li> <li>Homophones and other words that are often confused</li> <li>Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in <i>-ant</i>, <i>-ance/-ancy</i></li> <li>Words ending in <i>-ent</i>, <i>-ence/-ency</i></li> <li>Words ending in <i>-ent</i>, <i>-ence/-ency</i></li> <li>Use of the hyphen</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and other words that are often confused</li> <li>Personal spelling log</li> <li>Personal spelling log</li> <li>Personal spelling log</li> </ul>
<b>Maths</b> White Rose	<p><u>Place Value</u></p> <p><u>Addition, subtraction, multiplication and division</u></p>	<p><u>Fractions A</u></p> <p><u>Fractions B</u></p> <p><u>Converting units</u></p>	<p><u>Ratio</u></p> <p><u>Algebra</u></p> <p><u>Decimals</u></p>	<p><u>Fractions, decimals and percentages</u></p> <p><u>Area, perimeter and volume</u></p> <p><u>Statistics</u></p>	<p><u>Shape</u></p> <p><u>Position and direction</u></p> <p><u>Themed projects, consolidation and problem solving</u></p>	<p><u>Themed projects, consolidation and problem solving</u></p>
<b>Science</b> Developing Experts	<u>Animals Including humans</u>	<u>Evolution and Inheritance</u>	<u>Light</u>	<u>Electricity</u>	<u>Living Things and Their Habitats</u>	<u>Looking After the Environment</u>
<b>Computing</b> Kapow	<u>Big Data 1</u>	<u>Online Safety</u>	<u>Bletchley Park</u>	<u>Online Safety</u>	<u>History of Computers</u>	<u>Online Safety</u>



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	<u>Online Safety</u>		<u>Online Safety</u>		<u>Online Safety</u>	
<b>Art</b> Kapow	<u>Craft and design: Photo opportunity</u>			<u>Drawing: Expressing Ideas</u>		<u>Sculpture and 3D: Making memories</u>
<b>DT</b>		<u>Food Technology – Apple Pies</u>	<u>Structures - Bridges</u>		<u>Computing Systems – Mars Rover</u>	
<b>History</b>		<u>The Maya Civilisation</u>		<u>The Ancient Greeks</u>		<u>The Impact of the War</u>
<b>Geography</b>	<u>Living on Earth</u>		<u>Protecting the Environment</u>		<u>The UK, Europe and America</u>	
<b>Music</b>		<u>Music</u> <ul style="list-style-type: none"> <li>• Explore unison, harmony, ostinato and syncopation.</li> <li>• Consolidate knowledge of note values and rest notation.</li> <li>• Listen to and follow musical instructions from a leader.</li> <li>• Use musical vocabulary</li> <li>• Improvise and compose</li> <li>• Use digital technology</li> <li>• Perform for an audience</li> </ul>		<u>Music</u> <ul style="list-style-type: none"> <li>• Explore unison, harmony, ostinato and syncopation.</li> <li>• Consolidate knowledge of note values and rest notation.</li> <li>• Listen to and follow musical instructions from a leader.</li> <li>• Use musical vocabulary</li> <li>• Improvise and compose</li> <li>• Use digital technology</li> <li>• Perform for an audience</li> </ul>		<u>Music</u> <ul style="list-style-type: none"> <li>• Explore unison, harmony, ostinato and syncopation.</li> <li>• Consolidate knowledge of note values and rest notation.</li> <li>• Listen to and follow musical instructions from a leader.</li> <li>• Use musical vocabulary</li> <li>• Improvise and compose</li> <li>• Use digital technology</li> <li>• Perform for an audience</li> </ul>
<b>Spanish</b> Language Angels	<u>En el colegio</u>	<u>Comer sano</u>	<u>Consolidation</u>	<u>El fin de semana</u>	<u>Yo en el mundo</u>	<u>Consolidation</u>
<b>PE</b> Rising Stars Champions	<u>Sport: Invaders (Tag Rugby)</u>  <u>Fitness: Bootcamp</u>	<u>Sport (Tennis): Nimble nets</u>  <u>Fitness: Mighty movers (boxercise)</u>	<u>Sport: Invaders (Football)</u>  <u>Fitness Frenzy</u>	<u>Sport: Invaders (Basketball)</u>  <u>Fitness: Cool core (pilates)</u>	<u>Gymnastics:</u>  <u>Sport (Cricket): Striking and fielding</u>	<u>Sport: Dance</u>  <u>Sport: Young Olympians</u>



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<b>RSHE</b> <b>Ten Ten</b>	<u><b>Me, My Body, My Health</b></u> <ul style="list-style-type: none"> <li>• Gifts and Talents</li> <li>• Girls bodies</li> <li>• Boys bodies</li> <li>• Spots and Sleep</li> </ul>	<u><b>Emotional Wellbeing</b></u> <ul style="list-style-type: none"> <li>• Seeing Stuff Online</li> </ul> <u><b>Life Cycles</b></u> <ul style="list-style-type: none"> <li>• Making Babies Part 1</li> <li>• Making Babies Part 2</li> <li>• Hope Beyond Death</li> <li>• Coping with Change</li> <li>• Classroom Shorts</li> </ul>	<u><b>Personal Relationships</b></u> <ul style="list-style-type: none"> <li>• Under Pressure</li> <li>• Do you want a piece of •</li> <li>• Cake?</li> <li>• Self -Talk</li> <li>• Build Others Up</li> <li>• Classroom Shorts</li> </ul>	<u><b>Keeping Safe</b></u> <ul style="list-style-type: none"> <li>• Types of Abuse</li> <li>• Classroom Shorts</li> <li>• Impacted Life Styles</li> <li>• Classroom Shorts</li> </ul>	<u><b>Keeping Safe</b></u> <ul style="list-style-type: none"> <li>• Making Good Choices</li> <li>• Giving Assistance</li> </ul>	<u><b>Living in The Wider World</b></u> <ul style="list-style-type: none"> <li>• Reaching Out</li> <li>• Money and Me</li> <li>• Classroom Shorts</li> </ul>
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