

Year 6 Curriculum Overview



English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books used to teach writing					
Picture book: The way home - Libby Hathorn Short novel: Macbeth - Andrew Matthews & Tony Ros	Poetry: Carol Ann Duffy in New and collected poems for children Non-fiction: Rise Up: Ordinary Kids with Extraordinary Stories - Amanda Li Chapter book: A Christmas Carol - Charles Dickens	Fiction Chapter Book: Skellig - David Almond Poetry: The Listeners- Walter De La Mare	Chapter book: The Explorer - Katherine Rundell	Chapter book: The Explorer - Katherine Rundell Reflection on event: Osmington Bay Advert	Non-fiction: Before she was Harriet - Lisa Cline-Ransome Playscript: Matilda The Musical - Dennis Kelly
Writing Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader, e.g. use of the first person in a diary, direct address in instructions and persuasive writing. Describe settings, characters and atmosphere in narrative. Integrate dialogue in narratives to convey character and advance the action and plot.					
Punctuation Use the full range of punctuation from previous year groups mostly correctly, including inverted commas, the semicolon, colon, dash and hyphen. Select vocabulary and grammatical structures that reflect what the writing requires, e.g. Use of contracted words in dialogue, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility. Use a range of devices to build cohesion throughout a piece of writing, e.g. Conjunctions, adverbials of time and place, pronouns. Use verb tenses consistently and correctly throughout writing.					
Spelling In addition to learning most of the Year 5/6 words from the National Curriculum lists: Convert nouns or adjectives into verbs using suffixes, e.g. classify, criticise. Distinguish between homophones and other words, which are often confused. Use a dictionary or thesaurus to check the spelling of uncommon words or more ambitious vocabulary.					
Reading Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read fluently, using punctuation to inform meaning. Talk about a wide range of books and text types, including myths, legends and books from other cultures and traditions, discussing the features of each. Read books that are structured in different ways. Recognise texts that contain features from more than one text type. Evaluate how effectively texts are structured and presented. Read non-fiction texts to help with my learning. Read accurately and check that I understand. Recommend books to others and give reasons for my recommendation.					

Identify themes in texts. Identify and discuss the conventions in different text types. Identify the key points in a text. Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Place value Four operations	Fractions Ratio Algebra	Decimals Fractions, decimals & percentages	Converting units Area, perimeter & volume Statistic	Shape Position & direction	<i>Consolidation</i>
Fluency: square and cube numbers					

Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Evolution and inheritance <i>Barbara McClintock</i> How have living things changed overtime?	Animals including humans: Circulatory System <i>Dr Nicola Mutch</i> Which bits of my body could I live without?	Light <i>Patricia Bath</i> Why can't we see around corners?	Electricity <i>Nicola Tesla</i> Circuit breaker or circuit fixer?	Living things and their habitat <i>Carl Linnaeus</i> How can we tell a camel is a mammal?	

Geography

Autumn 1	Spring 1	Summer 1
Sustainability: deforestation <i>The Amazon: Brazil</i> Returning to Brazil, children develop their understanding of the tropical rainforest, as 'a focus biome', to assess the sustainability of the Amazon.	Human geography: Migration <i>The UK and Spain</i> The children will question what drives internal and international migration, looking at movements of people within the UK's counties and between the UK and Spain.	Sustainability: our world, our home Richmond and Climate Change An opportunity for the children to investigate the views of Richmond on climate change and how migration affects our local area.

History

Autumn 2	Spring 2	Summer 2
Turning Point in British history: WW2 <i>The Battle of Britain</i> The children will study the Battle of Britain as a turning point in British history, reinforcing learning about significant events and extending chronology .	A non-European society: The Maya civilisation An in-depth study of non-European history that enables children to build upon their understanding of key historical concepts through an international lens.	British history: Anglo Saxon Struggle <i>The Last of the Anglo Saxon Kings</i> Through this accumulative unit, the children will complete their chronological journey, looking at Anglo-Saxon power struggles up until 1066.

Computing					
Autumn 1		Spring 1		Summer 1	
Websites Can I effectively create a webpage?		Programming using variables Can I programme my own game using variables ?		Spreadsheets Can I use a Spreadsheet to help me plan the Year 6 party?	
RE					
Autumn 2		Spring 2		Summer 2	
What do people believe when we die? Humanism/Christianity The children will learn that religions have different rituals when someone dies. They will know that both Humanists and Christians celebrate a person's life when they die. They will learn that different faiths have different beliefs about life after death.		Why do we celebrate new beginnings? Judaism/Hinduism The children will learn about Holi, Rosh Hashanah and Yom Kippur, considering why these festivals are celebrated and the meaning behind them. The children will think about why we celebrate new beginnings and consider how we can show repentance.		What can we learn about the meaning of life from sacred texts? Sikhism/Islam The children will learn about the Qu'ran, the Hadith and the Guru Granth Sahib. They will know that these holy texts are a source of wisdom and inspiration. The children will then discuss the meaning of life and how both religious and non religious stories can guide us. As part of this unit the children will visit a Mosque.	
PSHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in my World 6 Children identify their goals, fears and worries for the year ahead. They discuss how best to contribute positively in the classroom, to the school as a whole and how their actions and the actions of others affect people locally and globally.	Celebrating Differences Children identify ways in which difference can be a source of conflict and a cause for celebration. They discuss power imbalances and different perceptions of what 'normal' means.	Dreams and Goals Children know their strengths, can set realistic challenges and identify the steps they should take to achieve them. They discuss some global challenges and charities that help.	Healthy Me Children will learn about different types of drugs and their uses and how some people are exploited and made to do things which are against the law. They discuss what it means to be 'emotionally well' and can identify stress triggers in their lives.	Relationships Children continue to develop their understanding around safe, positive use of communication technology and how they can look after their mental health as they grow up.	Changing Me Children learn about the importance of self-esteem, body image and what it means to have mutual respect in any relationship. They learn that sexual intercourse can lead to conception and that is how babies are usually made.
Art					
Autumn 1		Spring 1		Summer 1	
Collage - Eloise Renouf		Printing - Hokusai		Painting - Favianna Rodriguez	

How can different media be used together to create a picture?		What effects do different types of printing create?		What makes artwork abstract?	
DT					
Autumn 2		Spring 2		Summer 2	
<p><u>Burgers</u> * may change according to Ramadan dates Children explore the nutritional facts of different types of burgers, sauces and toppings to gather information from labels and packaging to make an informed choice.</p>		<p><u>Bird Houses</u> Children investigate and evaluate existing bird houses and use previous skills gathered to make a more complex stable structure.</p>		<p><u>Circuits - Fairgrounds Rides</u> Children can combine their knowledge and skills of stable structures with their knowledge of electrical systems in their products to make a fairground ride.</p>	
Music					
Autumn 2		Spring 2		Summer 2	
<p><u>Hey Mr Miller // Christmas Carol Concert</u> Hey, Mr Miller is an extremely popular song with three layers in a jazz/swing style. The title and song lyrics refer to the well-known American musician Alton Glenn Miller and his swing band. As well as opportunities to discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America, the activities in this unit will allow children to explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance. This unit also contains the first of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress.</p>		<p><u>Finish This</u> Finish This... invites students to step into the role of an ENO Composer and respond to, and resolve, a purposefully unfinished operatic piece titled 'Blue, Red, Yellow...'. Immersing themselves into the Composer role, they will embrace their imaginations and experiment with music, colours and text, to create their own bespoke response ending – all through the lens of opera</p>		<p><u>Everyday People</u> In the unit focused on "Everyday People" by Sly & The Family Stone, students will engage in a whole class band performance, selecting their own instruments and learning individual parts to create a cohesive rendition of the piece. They will delve into playing syncopated rhythms, enhancing their rhythmic skills and understanding of groove. Additionally, students will explore improvisation techniques using the G major pentatonic scale on their chosen instruments, fostering creativity and individual expression within the group performance. This unit aims to develop both ensemble playing and solo improvisation skills.</p>	
PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kickstart - recap of key movement skills	Throwing & catching	Gymnastics Invasion skills	Striking Movement Circuits	Athletics Strike & field games	Strike & field games Sustained Activity Festival of sport
French					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Le weekend	Les vêtements	La journée	Les transports	Le sport	On va faire la fête

