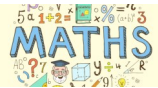






## Year 6 Curriculum Overview

|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--|---|--|---|--|--|---|
| <br> | <p><b>Place value</b><br/>Numbers to 1,000,000 &amp; 10,000,000, read and write numbers to 10,000,000, Powers of 10, number line to 10,000,000, compare and order any integers, round any integer, negative numbers.</p> <p><b>Addition, Subtraction, Multiplication &amp; Division</b><br/>Add and subtract integers, common factors/multiples, rules of divisibility, primes to 100, square and cube numbers, multiply up to a 4-digit number by a 2-digit number, solve problems with multiplication, division using factors, introduction to long division/long division with remainders.</p> | <p><b>Fractions</b><br/>Equivalent fractions and simplifying, equivalent fractions on a number line, Compare and order denominator/numerator, add and subtract simple fractions/any two fractions/mixed numbers<br/>Step 8 Subtract mixed numbers, multi-step problems, multiply fractions by integers, multiply fractions by fractions, divide a fraction by an integer, mixed questions with fractions, fraction of an amount.</p> <p><b>Converting Units</b><br/>Metric measures, convert metric measures, calculate with metric measures, miles and kilometres, imperial measures.</p> | <p><b>Ratio</b><br/>Add or multiply? Use ratio language, introduction to the ratio symbol, ratio and fractions, scale drawing, use scale factors, similar shapes, ratio/proportion problems, Proportion problems.</p> <p><b>Algebra</b><br/>1-step/2-step function machines, form expressions substitution, formulae, form equations, solve 1-step/2-step equations, find pairs of values, solve problems with two unknowns.</p> <p><b>Decimals</b><br/>Place value within 1 &amp; integers and decimals, round decimals, add and subtract decimals, multiply/divide by 10, 100 and 1,000, multiply/divide decimals by integers, multiply and divide decimals in context.</p> | <p><b>Fractions, Decimals &amp; Percentages</b><br/>Decimal and fraction equivalents, fractions as division, understand percentages (fractions), Equivalent fractions, decimals and percentages, order fractions, decimals and percentages. percentage of an amount, percentages – missing values.</p> <p><b>Area, Perimeter and Volume</b><br/>Shapes – same area, area and perimeter, area of a triangle – counting squares, area of a right-angled triangle/triangle/parallelogram, volume – counting cubes/cuboid.</p> <p><b>Statistics</b><br/>Line graphs, dual bar charts, read and interpret pie charts, pie charts with percentages, draw pie charts, the mean.</p> | <p><b>Shape</b><br/>Measure and classify angles, calculate angles, vertically opposite angles, angles in a triangle, angles in a triangle – special cases, angles in a triangle – missing angles, angles in a quadrilateral/polygons, circles<br/>Draw shapes accurately, nets of 3-D shapes.</p> <p><b>Position and Direction</b><br/>The first quadrant, read and plot points in four quadrants, solve problems with coordinates, translations, reflections.</p> | <p><b>Themed projects—consolidation and problem solving.</b></p>  |
|    | <p><b>Commitment</b><br/>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p>  | <p><b>Words of wisdom</b><br/>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions</p>  | <p><b>Taking part</b><br/>Find out about the activities of a local religious community and make links with key religious teachings</p>  | <p><b>Belief in action</b><br/>Make links between beliefs and action and reflect how this might have local, national and international impact</p>  | <p><b>The importance of hope</b><br/>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings</p>  | <p><b>Justice: rich and poor</b><br/>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life</p> |






## Year 6 Curriculum Overview

|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--|---|--|--|--|--|--|
|  | <p><b>Text:</b> Malamander</p> <p><b>Descriptive writing:</b> Create vivid imagery using a range of sentence structures and ambitious vocabulary.</p> <p><b>Non-chronological report:</b> Produce a report about sea creatures, focusing on structural devices and techniques, such as parenthesis, to insert factual information.</p> <p><b>Dual narrative:</b> Create and build tension within a story, then read, write and perform their own podcast.</p> | <p><b>Text:</b> Cogheart</p> <p><b>Mystery narrative:</b> Plan and write a mystery narrative, developing strategies to build suspense.</p> <p><b>Classical poetry:</b> Read The Railway Carriage by R L Stevenson. Re-write using vocabulary appropriate to the Victorian era.</p> <p><b>Campfire stories:</b> Write and record a ghost story to be shared around a campfire.</p> <p><b>Discussion:</b> Clearly describe personal opinions, including justifying, making points, giving proof and summarising.</p> | <p><b>Text:</b> Shackleton's Journey</p> <p><b>Biography:</b> Conduct research and organise their research into clear paragraphs, using a range of cohesive devices.</p> <p><b>Adventure narrative:</b> Rewrite the story of Shackleton and his crews escape, focusing on using dialogue to convey atmosphere and advance the action.</p> <p><b>Campaign speech:</b> Structure a speech about climate change, exploring how to provoke an emotional response. Deliver their speech to an audience.</p> | <p><b>Text:</b> Goodnight, Mister Tom</p> <p><b>Historical narrative:</b> Plan and write a chapter for Goodnight, Mister Tom, using dialogue and appropriate levels of formality to convey the characters.</p> <p><b>Persuasive letter:</b> Write a formal persuasive letter applying persuasive writing devices and conventions of formal letter writing.</p> <p><b>Explanation:</b> Produce an informative and clearly presented explanation text, using subject-specific vocabulary and cohesive devices.</p> | <p><b>Text:</b> Pig Heart Boy</p> <p><b>Discussion:</b> Structure a formal balanced argument, making clear, factual points justified with evidence.</p> <p><b>Narrative:</b> Plan and write a narrative in the style of 'Pig Heart Boy'. Use dialogue to advance action and convey character.</p> <p><b>Descriptive writing:</b> Describe a scene capturing emotions and setting as a character waits in anticipation, using expressive vocabulary to create atmosphere.</p> | <p><b>Text:</b> Holes</p> <p><b>Non-chronological report:</b> Produce a factual report, focusing on structural features, subject-specific vocabulary and cohesive devices.</p> <p><b>Diary entry:</b> Write a diary entry from the perspective of a character, infer and convey emotion in first person.</p> <p><b>Persuasive letter:</b> Plan and write a formal persuasive letter to a local MP, using persuasive techniques and vocabulary.</p> |
|  | <p><b>Invasion Games 1</b> – fundamentals.</p> <p><b>Dance</b> – Electricity Dance stimulus.</p>  | <p><b>Invasion Games 2</b> – netball focus.</p> <p><b>Gymnastics</b> – shape and balance (rivers and mountains).</p>   | <p><b>OAA</b> – outdoor and adventurous activities, including team building and problem solving.</p> <p><b>Circuits</b>—focusing on different muscle groups and areas of fitness.</p>  | <p><b>Leadership in PE</b> – learning the different skills needed to lead physical activities.</p> <p><b>Yoga</b> – yoga poses and mindfulness.</p>  | <p><b>Athletics</b> – running, jumping and throwing activities.</p> <p><b>Dance</b> – World War 2 Stimulus.</p> <p><b>Sports Day Prep</b>—practicing sports day events.</p>  | <p><b>Sports Day Prep continued</b> —practicing sports day events.</p> <p><b>Striking and Fielding Games</b> – taught through cricket, rounders and Danish longball.</p> <p><b>Net/Wall Games</b> – volleyball focus.</p>  |
|  | <p><b>Me and My School</b><br/>Class rules<br/>Opportunities and challenges of Y6<br/>School Council<br/>My contribution to my school</p>   | <p><b>Me and My relationships</b><br/>Changing friendships and relationships</p>   | <p><b>Me in the World</b><br/><b>Money</b><br/>Environment and Sustainability<br/>Pressure groups and charities</p>  | <p><b>Safe and unsafe:-</b><br/>Drugs – solvents and alcohol<br/>Pressure related to drug use<br/>Strategies for making decisions and saying no</p>  | <p><b>Me and Other People</b><br/>Diverse nature of UK<br/>Life in other countries<br/>Stereotypes<br/>Challenging stereotypes</p>   | <p><b>Happy and Healthy Me</b><br/><b>My body</b><br/>Body changes<br/>Periods<br/>Feeling during puberty<br/>Media</p>  |



## Year 6 Curriculum Overview

|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---|--|---|--|--|---|---|
|  <b>COMPUTING</b> | <b>Communication &amp; Collaboration</b><br>How the internet facilitates online communication and collaboration, completing shared projects online and evaluating different methods of communication. Communicating responsibly by considering what should and should not be shared on the internet.   | <b>Web Page Creation</b><br>Creating websites for a chosen purpose, identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Understand copyright and fair use of media, the aesthetics of the site, and navigation paths.                                     | <b>Programming—Variables</b><br>Variables in programming through games in Scratch. Relate variables to real-world examples of values that can be set and changed, use variables to create a simulation of a scoreboard, use-Modify-Create model, experiment with variables in an existing project, design to improve their games in Scratch. | <b>Spreadsheets</b><br>Organising data into columns and rows to create data set, formatting data to support calculations, using formulas to produce calculated data, apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them, create charts, and evaluate their results in comparison to questions asked. | <b>3-D Modelling</b><br>Produce 3D models—moving, resizing, and duplicating objects, create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.  | <b>Sensing</b><br>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’). |
|  <b>Science</b>  | <b>Living things &amp; their habitats</b><br>Pupils will explore classification of living things, including micro-organisms, plants, and animals, based on observable characteristics. It explores reasons for classification and focuses on planning scientific enquiries, recording data, presenting findings, and evaluating scientific evidence. | <b>Electricity</b><br>Children explore how circuit components like lamps and buzzers function, including the effect of cell number and voltage. It covers using symbols in circuit diagrams, planning scientific enquiries, taking precise measurements, recording data, and presenting findings with evidence and conclusions. | <b>Evolution &amp; Inheritance</b><br>This unit explores how living things have changed over time, using fossils as evidence of past life. It covers how offspring vary from parents and how adaptation leads to evolution. Emphasis is on planning scientific enquiries, recording data, and evaluating scientific evidence.                | <b>Light</b><br>Children explore how light travels in straight lines, explaining how we see objects and why shadows form the shape of the object casting them. It focuses on planning scientific enquiries, taking precise measurements, making predictions, and evaluating evidence to present findings.  | <b>Animals, including Humans</b><br>This unit explores the human circulatory system, identifying the heart, blood vessels, and blood functions. It examines how diet, exercise, drugs, and lifestyle affect body function and details nutrient and water transport in animals. Emphasis is on data recording and presenting findings. | <b>Animals, including Humans (continued)</b><br>This unit examines how diet, exercise, drugs, and lifestyle impact body function. It focuses on planning scientific enquiries, controlling variables, taking precise measurements, and recording complex data.  |
|  <b>French</b>  | Autumn 1 Rigolo 2 Unit 10 Les Transports (1&2)<br>Recognise and use words for transport. Use these to say how they get somewhere using the verb ‘aller’.   | Autumn 2 Rigolo 2 Unit 10 Les Transports (3&4)<br>Understand and describe events on a day out. Know how to buy tickets at a station.  | Spring 1 Rigolo 2 Unit 11 Le Sport (1&2)<br>Ask others and state own opinions about sports.  | Spring 2 Rigolo 2 Unit 11 Le Sport (3&4)<br>Give positive and negative opinions about sports. Read words and sentences about a sporting event.   | Summer 1 Rigolo 2 Unit 12 (1&2)<br>Use the verb ‘aller’ in different forms to state where you are going. Revise descriptions of people and clothes using adjectives.  | Summer 2 Rigolo 2 Unit 12 (3&4)<br>Understand food items on a menu and order from a French menu.  |



## Year 6 Curriculum Overview

|  | Autumn  | Spring  | Summer  |
|--|---|---|---|
|    | <b>DT: Textiles, stuffed toys</b><br>Design a stuffed toy, considering the main component shapes, create an appropriate template, join two pieces of fabric using a blanket stitch, neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. | <b>DT: steady hand game</b><br>Identify the components of a steady hand game, design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design, make and test a functioning circuit and assemble it within a case.  | <b>DT: Navigating the world</b><br>Write a program that displays an arrow to indicate cardinal compass directions, identify errors (bugs) in the code and suggest ways to fix (debug) them. Recall and describe the name and use of key tools used in Tinkercad (CAD) software, combine more than one object to develop a finished 3D CAD model in Tinkercad. |
|    | <b>The Victorian Legacy</b><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Children develop their understand of Victorian life with a focus on the significant changes during this period that have left lasting legacies today.   | <b>Britain at War</b><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. In this unit, pupils learn about the outbreak of the Second World War and the implications this had on the women and children left at home.   | <b>Rise of the Maya</b><br>We build knowledge of this civilisation to analyse what made the Mayans so distinctive. We'll delve into their rich culture, remarkable achievements, and compare their society with other ancient civilisations we've studied.  |
|   | <b>Where in the World?</b><br>This unit builds on 'Climate zones: What are they and why do they matter?' which sequentially build pupils' knowledge of the importance and location of significant lines of longitude and latitude on planet Earth, and deepens their understanding of time zones. | <b>Frozen Planet</b><br>We will learn all about the Arctic and Antarctic Circle, exploring the landscapes through relief maps and discovering the geographical features of these two diverse regions. We will also explore the impact of global warming on our local area and wider world.  | <b>World of Trade</b><br>This unit asks about global resources—what are they, where are they and why are they important?', extending and deepening pupils' understanding of global interconnectedness by investigating how their everyday lives are linked to distant people and places through trade, technology and culture.                                |
|  | Art and Design: Pop art, sculpture and mixed media (digital, sculpt)  | Art and Design: War and conflict in art   | Art and Design: Street art, digital and new media   |
|  | <b>Christmas Carol Service</b><br>Identify how sounds can be combined, layering sounds and singing in tune with other performers.   | <b>War Time Songs—In the Mood – Glenn Miller</b><br><b>White Cliffs of Dover – Vera Lynn.</b><br>Explain the influence of historical events on music. Work in small groups to compose and perform a war time song/ Change a song into a different style e.g. Run Rabbit Run in a rap style. Confidently and consistently, shape own compositions, considering dynamics. Demonstrate an strong awareness of rhythmic patterns. | <b>End of year production</b><br>Opportunities for solo/duets/ Harmonies. Expression in singing.<br><br>Take the lead in performances and provide suggestions of improvements to others.<br><br>Confidently and accurately, perform from simple notation  |