

Curriculum Overview 2019/20- Year 6

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks	
	Theme: Earth! Wind! Fire!		Theme: Heroes and Villians		Theme: Ship Ahoy!		
English	Key Text: Cosmic <ul style="list-style-type: none"> Narrative (3 weeks) Comic strip / graphic novel (2 weeks) Dairy (3 weeks) 	Key Text: Eagle in the Snow <ul style="list-style-type: none"> Description / Narrative (3 weeks) Discussion (3 weeks) 	Key Text: Macbeth (a Wishing tale) <ul style="list-style-type: none"> Narrative (3 weeks) Letters (3 weeks) Cross-curricular writing	Key Text: Beowulf (a conquering a monster tale) <ul style="list-style-type: none"> Narrative (3 weeks) Comparative non-chron report / explanation (3 weeks) Cross-curricular writing	Key Text: Princess' Blankets (a change tale) <ul style="list-style-type: none"> Narrative (3 weeks) Persuasion (linked to text or other curriculum area) Cross-curricular writing	<u>Teacher's Choice</u>	
Reading	Northern Lights	Shackleton's Journey (non-fiction)	Goodnight Mr Tom	Dark Sky Park (poetry)	Cogheart		
Spelling	Words ending '-able' / '-ably', and '-ible' / '-ibly'	Endings that sound like /fəs/ spelt '-cious' or '-tious'	Generating words from prefixes and roots	Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary):	SATS revision	Revisit and Revise unknown rules.	
	Year 5 and 6 word list	Words with 'ough' letter string		commonly misspelt homophones	Y5/6 word list	Revisit and Revise unknown rules.	
	Words ending '-able' and '-ible'	Year 5/6 word list	Year 5/6 word list		SATS revision	Revisit and Revise unknown rules.	
	Adding suffixes beginning with vowels to words ending in '-fer'	Words ending '-cial' and '-tial'	Year 5/6 word list		Y5/6 word list	Revisit and Revise unknown rules.	
	Year 5 and 6 word list	Generating words from prefixes	Strategies for learning words: rare GPCs from statutory word list		Revisit and Revise unknown rules.	Revisit and Revise unknown rules.	
	Homophones ('ce'/'se')	Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)	Words ending in 'ant', '-ance and '-ancy'		SATS revision	Revisit and Revise unknown rules.	Revisit and Revise unknown rules.
	Endings that sound like /fəs/ spelt '-cious' or '-tious'	Homophones covered in KS2	Words ending '-ent', '-ence' and '-ency'		Y5/6 word list	Revisit and Revise unknown rules.	Revisit and Revise unknown rules.
Grammar	<ul style="list-style-type: none"> Word types - noun, adjective, verb, adverb The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms Subject and object 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, The use of subjunctive forms such as If I were or Were they to come in some very formal writing 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	Revision	Revision	Revision	

AP sentence types	3 __ed O. (I.) If, if, if, then. De:De Sentence	Some; others Imagine 3 examples: 2 pairs sentences 3 bad – (dash) question?	Name – adjective pair – sentences P.C One word/phrase definition	3 __ed O. (I.) If, if, if, then. De:De Sentence	Some; others Imagine 3 examples: 2 pairs sentences 3 bad – (dash) question?	Name – adjective pair – sentences P.C One word/phrase definition
Maths	Numbers to 10 million (7) Four Operations - whole numbers (22)	Fractions (16) Decimals (14) Measurements (6)	Word Problems (6) Percentages (4) Ratio (9)	Algebra (10) Area and Perimeter (6) Geometry (5) Position and Movement (5)	Graphs and averages (10) Negative numbers (2)	Volume (5) Geometry (7) Position and Movement (4) Graphs and Averages (2)
Fluency in Arithmetic	At teacher's discretion	At teacher's discretion	At teacher's discretion	At teacher's discretion	At teacher's discretion	At teacher's discretion
RE	1. GOD 2b.1 What does it mean if God is holy and loving? 2. INCARNATION 2b.4 Was Jesus the Messiah?		3. L.u2.6 What does it mean to be a Muslim in Britain today? 4. Year 5 SALVATION 2b.3 What did Jesus do to save human beings? 4. Year 6 SALVATION 2b.7 What difference does the resurrection make?		5. E.u2.4 If God is everywhere, why go to a place of worship? Christian and Muslim 6. CREATION / FALL 2b.2 Creation and Science: conflicting or complementary?	
Science	- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram	- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals	- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics
Computing	Key core skills: Word / PowerPoint / Publisher Espresso Coding/Purple Mash Coding		E-Safety (Think U Know - videos & games) Safer Internet Day Create an I-Book (1st 1/2 term) Create a day in the life of a super hero - promoting E-Safety		Lego We-do Alligators, crocodiles, windmills etc made with Lego We-do Equipments controlled via the We-do interface software Garage Band - chill out summer music for an advert (for something to link with their year group)	
The Arts	- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Experiment with different kinds of paint e.g. watercolours and acrylics and understand the effect - Create work influenced by the work of well known artists - Combine colours, tones and tints to convey mood - Show accurate and precise reproduction of studied painting techniques - Design products for a service or profit - Make prototypes and refine 2 make final product - Ensure quality finish of models - Measure success of own products w reference to the design brief + original ideas - Create products using cams or other interrelated components		- Experiment with different kinds of paint - Create work that is influenced by the work of well known artists - Sustain an idea through the sketchbook approach, experimenting with elements of design to contribute towards a final product - Deviate away from the point of inspiration to create something unique - Visualise a finished piece from own ideas - Show accurate and precise reproduction of studied painting techniques - Understand food hygiene in terms of correct storage and handling - Calculate ratios by increasing or decreasing the number a recipe provides for - Demonstrate a range of baking techniques - Prepare and cook a range of savoury dishes		- Use frameworks and moulds to provide stability and structure to sculptures or moulds - Use clay to create sculptures - Show an understanding of the influence that the work of artists, designers and architects have on society - Combine textiles using arrange of stitching techniques (Nautical Bunting) - Understand the effects of invasion on religion and culture - Recall significant events from the struggle the Kingdom of England by the Vikings and Anglo-Saxons - Create products by applying and extending early practical skills including filing, sanding, varnishing, sawing. - Measure and cut materials accurately and refine the finish selecting appropriate tools (- Explain the reasons behind an existing design - To understand that there is a scale in quality of materials - To understand that different tools are more effective/appropriate for different materials	

	- Use creative or innovative links between science and technology to support technical approaches - Develop an understanding of the history of music		- Create own recipes or adapt an original - Develop an understanding of the history of music		- To use ICT to record and manipulate music	
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Humanities	<ul style="list-style-type: none"> - Talk confidently about time periods studied backing up opinions by historical facts - Infer how connections, contrasts and trends over time periods studied have impacted on the modern world - Use appropriate historical terminology - Devise historical questions about change, cause, similarity, difference and significance - Select and organise relevant historical information to prove or disprove a statement - Analyse the similarities and differences between ancient civilisations and British History - Identify quality and trustworthy information from a range of sources to support historical enquiry - Name and locate on a map countries of the world including North and South America - Describe and understand climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes - Describe and understand economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (post drought) 		<ul style="list-style-type: none"> - Talk confidently about time periods studied backing up opinions by historical facts - Infer how connections, contrasts and trends over time periods studied have impacted on the modern world - Use appropriate historical terminology - Devise historical questions about change, cause, similarity, difference and significance - Select and organise relevant historical information to prove or disprove a statement - Analyse the similarities and differences between ancient civilisations and British History - Identify quality and trustworthy information from a range of sources to support historical enquiry - Know key physical and human characteristics of countries studied including major cities - Name and locate on a map countries of the world including North and South America - Trade links (Germany after the war - import and export) - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the wider world - Cathedral trip - - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Understand how developments in industry have changed the locality - Recall significant historical events which have taken place in the surrounding locality - Recall details about significant individuals who have contributed to the identity of the locality - Have a secure understanding of the chronology of significant time periods in British History 		<ul style="list-style-type: none"> - Talk confidently about time periods studied backing up opinions by historical facts - Infer how connections, contrasts and trends over time periods studied have impacted on the modern world - Use appropriate historical terminology - Devise historical questions about change, cause, similarity, difference and significance - Select and organise relevant historical information to prove or disprove a statement - Analyse the similarities and differences between ancient civilisations and British History - Identify quality and trustworthy information from a range of sources to support historical enquiry - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the wider world - Have a secure understanding of the chronology of significant time periods in British History - Viking myths 	
PE	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	Topics: Football and Gymnastics.	Topics: Tag Rugby and Table Tennis.	Topics: Hockey and Health Related Exercise	Topics: Tennis and Netball.	Topics: Cricket and Athletics.	Topics: Rounders and Athletics.
PSHE	Dreams and Goals	Taking Care Project	Relationships	Spring Fever	Healthy Me	Staying Safe
MfL	Unit 7 - Le Weekend	Unit 8 - Les Vetements	Unit 9 - Ma Journee	Unit 10 - Les Transports	Unit 11 - Le Sport	Unit 12 - On Va Faire La Fete!