

Year 6 Curriculum Overview 2023-24

Subject	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
RE	Loving Judaism	Vocation and Commitment Expectations	Sources Unity (part 1)	Unity (part 2) Death and New Life	Witnesses Islam	Healing Common Good
English Writing	 <p style="text-align: center;">Non-chronological fact files Poetry- Renga</p>	 <p style="text-align: center;">Narrative- Setting Deforestation Debate</p>	 <p style="text-align: center;">News report Poetry- Ottawa Riva</p>	 <p style="text-align: center;">Narrative- suspense Narrative- tragedy</p>	 <p style="text-align: center;">SATS Preparation Theatre reviews</p>	 <p style="text-align: center;">Formal Letters Adverts</p>
English Grammar	<p>Recap of previous objectives and address weak areas.</p>	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: grammatical connections [the use of adverbials such as on the other hand, in contrast, or as a consequence] • Hyphens to avoid ambiguity [man eating shark versus man-eating shark]. 	<p>Linking ideas across paragraphs using a wider range of cohesive devices: ellipsis.</p> <ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms [big, large, little]. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase. 	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and appropriate for formal speech and writing [find out – discover, ask for – request]. • The difference between structures typical of informal speech and appropriate for formal speech and writing [the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were]. 	<ul style="list-style-type: none"> • Use of the colon to introduce a list and use of semi-colons within lists. • Layout devices [headings, sub-headings, columns, bullets, or tables] to structure. • Bullet points to list information. • Use the passive to affect the presentation of information in a sentence [I broke the window in the greenhouse versus The window in the 	<p>Consolidation of year group's objectives to ensure basic skills are mastered before moving on.</p>

				<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [It's raining; I'm fed up]. 	greenhouse was broken].	
English Spelling Rules	Suffix- ible and able ie silent letters Homophones Suffix- ent/ant Word Families	-cial/tial -cious/tious -tion/sion -ian Suffixes- how do they change the meaning of the word? -fer	-ough Hyphens Etymology Prefix - re, trans, super, pre, auto, inter Homophones Revision	Revision- ibly, ably, prefixes dis, de, di le, il, al, el Etymology	Homophones Common exception words	ch Root words ph Hard c/ soft c
Maths	Place value Four operations	Fractions Converting Units	Ratio Algebra Decimals	Fractions, Decimals, Percentages Area, Perimeter, Volume Statistics	Shape Position and Direction	Consolidation and problem solving
Science	Key Scientists	Electricity	Living things and their habitats- classification	Evolution and Inheritance	Animals (health, circulatory system)	Light
Humanities	History - Ancient Greece	Geography - South America- The Amazon	History - Impact of War	History - Mayan Civilisation	Geography - Global Warming and Climate Change	Geography - Our World in the future
Art / DT	DT - Parthenon Structures	Art - Drawing: sketches	DT - Food: Come Dine with Me	DT - Textiles: Stuffed toy	Art - Painting: Freida Kahlo Portraits	Art - Printing: Block printing
Computing	Internet Communication	Variables in Games	Introduction to Spreadsheets	Web page creation	Sensing	3D Modelling
Music	Drumming	Drumming	Drumming	Drumming	Drumming	Drumming
Spanish	At the café En la cafeteria	Presenting myself Me presento	My home Mi casa	the weather El clima	The weekend El fin de semana	At school En la escuela
PE	Netball Dance	Dance Dodgeball	Gym Fitness	Gym Tennis	Athletics Year 6 games	Rounders Cricket
PSHE	Personal Relationships	Life Online	Keeping safe	Living in the wider world	Me, my body, my health, Emotional Wellbeing Lifecycles	