

Y6 Curriculum Overview

| | Autumn | Spring | Summer |
|---|--|---|---|
| Mathematics PowerMaths | Power Maths Textbook 6A <ul style="list-style-type: none"> Number – place value within 10,000,000 Number – four operations Number – fractions Measure – imperial and metric measures | Power Maths Textbook 6B <ul style="list-style-type: none"> Ration and proportion Algebra Number – fractions (decimals) Number – fractions (percentages) Measure – perimeter, area and volume | Power Maths Textbook 6C <ul style="list-style-type: none"> Statistics Geometry – properties of shape Geometry – position and direction Number – problem solving |
| Writing | <p>Oh, Freedom! Accounts of historical events or lives: a first person narrative. Inspired by the book 'Oh Freedom!' by Fancesco D'Adamo. Purpose: entertain Audience: children and young adults Text type: narrative - first person historical fiction</p> <p>I have a dream To write and perform a persuasive speech for a statue honouring a great black Briton of their choice. Taking inspiration from famous orators. Purpose: persuade Audience: Nicky Brennan – local councillor Text type: non-fiction – persuasive speech</p> <p>Beware the Jabberwocky! Poetry Study – to explore the language in Lewis Carroll's The Jabberwocky and perform a dramatic class performance of the poem. Purpose: entertain Audience: Y6 parents Text type: poetry</p> | <p>Coraline Portal story writing inspired by the Neil Gaiman novel and film adaptation. Purpose: entertain Audience: visitors to the school website Text type: narrative – portal</p> <p>You MUST take action Vlog speech & script writing giving a balanced argument about recycling in school. Purpose: discuss Audience: Create Executive Team Text type: non-fiction – balanced argument script</p> <p>Dulce et Decorum Est Poet Study - the poems of Wilfred Owen. Purpose: entertain Audience: Y6 parents & wider school community Text type: poetry - colloquial</p> | <p>One Boy's War Non-linear flashback story inspired by the book 'One Boy's War' by Lynn Huggins-Cooper Purpose: entertain Audience: Y6 parents & wider school community Text type: narrative – non-linear flashback</p> <p>Operation Pied Piper Report writing about evacuation during World War II. Purpose: entertain Audience: Y6 parents & wider school community Text type: non-fiction – non-chronological report</p> <p>Now or Never Blackout & nonet poetry linked to an extract from 'Now or Never a Dunkirk Story' by Bali Rai. Purpose: entertain Audience: school community Text type: poetry – blackout & nonet</p> |



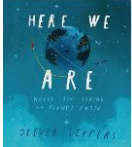
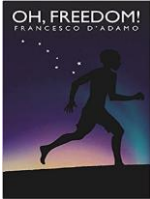

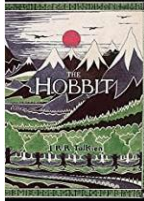
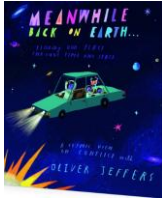
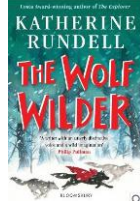



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

| Reading | <p align="center">Whole Class Reading</p> <p align="center">Text extracts linked to our Writing and Humanities units of work are studied each week following our Whole Class Reading model. Children read texts for fluency, unpick vocabulary and the read for understanding using VIPERS.</p> | | | | | |
|------------------------------------|--|--|---|--|---|---|
| <p>Beautiful Read texts</p> |  <p align="center">Here We Are By Oliver Jeffers</p>  <p align="center">Oh, Freedom! By Francesco D'Aamo</p> |  <p align="center">Wonder By R.J. Palacio</p> |  <p align="center">The Hobbit By J.R.R. Tolkien</p>  <p align="center">Meanwhile Back on Earth By Oliver Jeffers</p> |  <p align="center">The Wolf Wilder By Katherine Rundell</p> |  <p align="center">Now or Never a Dunkirk Story By Balia Rai</p>  <p align="center">Goodnight Mr Tom By Michelle Magorian</p> |  <p align="center">The Explorer By Katherine Rundell</p> |



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

| | | | | |
|--|---|---|---|--|
| <p>Humanities Cornerstones</p> | <p>Here We Are (Geography) This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements.</p> <p>Maafa (History) This project teaches children about Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p> | | <p>Frozen Kingdoms (Geography) This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p> | <p>Britain at War (History) This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p> |
| <p>Science Cornerstones</p> | <p>Circulatory system This project teaches children about the transport role of the human circulatory system, its main parts and primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.</p> | <p>Evolution and Inheritance This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.</p> | <p>Electrical Component and Circuits This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.</p> | <p>Light Theory This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.</p> |



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

| | | | | | | | | | |
|--------------------------------|--|--|--|--|--|--|--|--|---|
| Art and design Cornerstones | Tints, tones and shades This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings. | | | | | Innuit This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions. | Bees, Beetles and Butterflies This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies. | | |
| | | | Food for life This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products. | Engineers This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype. | | | | | Make do and mend This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials. Children to create Freedom quilts. |
| Computing Purple Mash | Online safety Children will identify the positive and negative influences of technology on health and the environment. | Coding Children will design a playable game with a timer and a score. | Spreadsheets Children will use a spreadsheet to plan and investigate real-life situations. | Blogging Children will learn how to write a blog and a blog post. | Text adventures Children will learn what a text adventure is and debug and improve a text adventure game. | Networks Children will learn what the internet consists of and think about what the future might hold. | Quizzing Children will make a quiz that requires the player to search a database. | Understanding binary Children will examine how whole numbers are used as the basis for representing all types of data in digital systems. | Spreadsheets Children will apply their spreadsheet skills to solve problems. |



| | | | | | | |
|---------------------------------|--|---|--|---|--|---|
| PE Merton | Athletics (1) Children develop their technical understanding of athletic activity. They learn how to set targets and improve their performance. | Tennis Children develop the range and quality of their skills when playing tennis. | Gym (1) Children can execute a range of more difficult gymnastic actions with quality. | Cricket Children develop the range and quality of their skills when playing cricket. Children learn how to play the different roles. | Dance (1) Children use stimuli to create, perform and watch dances in a range of styles. | Outdoor Adventurous Activities Children learn how to work with and communicate with others to delegate roles within a team. Children will also learn how to read and interpret the scale on a map. |
| Music Charanga | Happy All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams | Classroom jazz 2 This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues. | Developing assemble skills This unit of work develops ensemble skills to support children playing together using dynamics and expression. | You've got a friend All the learning in this unit is focused around one song: You've Got A Friend by Carole King | Music and me This is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. | Reflect, rewind and replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| MFL Mandarin | Hello, how are you? Throughout this unit, children will get to know the basics of Mandarin Chinese. They will learn some useful everyday language including greetings and numbers. They will also be introduced to several new concepts that are key to developing a deep understanding of Mandarin Chinese such as: | Me and my family Throughout this unit, children will learn to introduce themselves and their families using Chinese. Children will explore dialogues featuring useful sentence structures. They will also explore the relevant methods of negation and questioning using these sentence structures. | Likes and dislikes This unit focuses on two key areas: Describing likes and dislikes and expressing possession using the possessive marker. Children will also explore relevant sentence structures that feature negation and questioning. | Descriptions and habitats During this unit, children will consolidate their use of previously taught target language. They will learn descriptive language. Children will learn many new concrete nouns including the names of animals, body parts and types of food. | Home and school Throughout this unit, children will develop their listening and speaking skills while also adding to their Chinese vocabulary. Children will learn to discuss their home and school. | Consolidation and review Throughout this term, children will review all content taught, they will use their knowledge of Chinese to compose an All About Me report in Chinese. |



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

| | | | | | | |
|---------------------------------|--|---|--|--|---|---|
| | characters, strokes, radicals and pinyin. | | | | | |
| RE Plan Bee | Stories of Hinduism Children to understand that Hindus believe God is represented in different forms and explore Hindu teachings on success. | What is a church? Children to consider what is written in the Bible about the foundation of the Christian church and consider ways in which churches reflect local culture. | What is the Qur'an? Children to identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims. | Expressing faith through the arts Children to recognise that expressing faith involves feelings and emotions and find out how music can be a form of religious expression in many religions. | Sikh worship and community Children to find out what Sikhs believe and some of the features of Sikh worship. | What happens when we die? Children to understand that sadness is felt by everyone at some points during their lives and know how the death of a person is marked and commemorated in different religions and communities. |
| PSHE Discovery | Healthy and happy relationships How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. | Similarities and differences Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'. | Caring and responsibility How we can take more responsibility for selfcare and who cares for us as we grow older, including at secondary school. | Families and committed relationships <i>Human reproduction.</i> | Healthy bodies, healthy minds Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health. | Coping with change Ways to manage the increasing responsibilities and emotional effects of life changes. |



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES