



Y6 2024-2025

2. Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1 <i>War and Peace</i> <i>(7 weeks)</i>	Autumn 2 <i>Economic Activity</i> <i>(8 weeks)</i>	Spring 1 <i>South American Explorers</i> <i>(6 weeks)</i>	Spring 2 <i>Crime and Punishment</i> <i>(11 weeks)</i>	Summer 1	Summer 2 <i>Eco Warriors</i> <i>(7 weeks)</i>
Enrichment Experiences	Carbon Monoxide Workshop	Crucial Crew PGL Marvellous History – WW2				Jump Haven
British Values and SMSC	Service	Trust/Trustfulness				
English – Writing (Literacy Tree)	Night Mail (2 weeks) Suffragette: the battle for equality (5 weeks)	Can we save the Tiger? (2 weeks) Stonewall (3 weeks) Three Little Pigs Project (3 weeks)	Romeo and Juliet (6 weeks)	Grimm Tales (7 weeks)	The Invention of Hugo Cabret (3+ weeks)	
English – Reading (Pathways)	When we were warriors	The place for me: Stories about the Windrush generation	Survivors: Extraordinary Tales from the Wild and Beyond	Goldfish Boy	Great Adventurers	Sky Chasers
Spelling	<p>Ambitious synonyms: Adjectives e.g. aggressive</p> <p>Homophones and near homophones: nouns that end in ce, cy and verbs that end in se and sy e.g. advice, prophecy</p> <p>Adjectives ending in ant into nouns ending in ance, ancy e.g. observant, observance</p> <p>Adjectives ending in ent into nouns ending in ence, ency e.g. innocent, innocence</p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel co-operate</p> <p>Hyphens: To join compound adjectives to avoid ambiguity man-eating</p>	<p>Words ending in able e.g. applicable</p> <p>Words ending in able e.g. adorable</p> <p>Words ending in ably e.g. adorably</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. temper, temperature</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. gesture, gestation</p> <p>Creating diminutives using prefix micro or mini e.g. minibus, microscope</p>	<p>Adding suffixes beginning with vowel letters to words ending in fer e.g. referring</p> <p>Words with a long e sound spelt ie or ei after c and exceptions e.g. niece</p> <p>Words with a long e sound spelt ie or ei after c and exceptions e.g. deceive</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. commit, committee</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. interrupt, interfere</p>	<p>Statutory Spelling Words e.g. attached</p> <p>Words with endings which sound like shuhl after a vowel letter e.g. official</p> <p>Words with endings which sound like shuhl after a consonant letter e.g. partial</p> <p>Words with a soft c spelt ce e.g. cemetery</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. accommodate</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. signature</p>	<p>Statutory Spelling Words e.g. foreign</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. programme</p> <p>Words that can be nouns or verbs e.g. broadcast</p> <p>Words that can be nouns or verbs e.g. produce</p> <p>Words with a long or sound spelt ou or ow e.g. shoulder</p> <p>Words ending in ible e.g. possible</p> <p>Words ending in ibly e.g. possibly</p>	<p>Synonyms and autonyms e.g. bellowed, screeched</p> <p>Synonyms and autonyms e.g. immense, vast</p> <p>Synonyms and autonyms e.g. ecstatic, jovial</p> <p>Synonyms and autonyms e.g. deafening, piercing</p> <p>Synonyms and autonyms e.g. scorching, searing</p> <p>Synonyms and autonyms e.g. ambled, tottered</p>
	<ul style="list-style-type: none"> Can I use endings which sound like –ce, spelt like –cious and tiuous? Can I use endings –cial and –tial? Can I spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency? Can I spell words ending in –able and ible? Can I spell words ending in –ably and ibly? Can I add suffixes beginning with vowel letters to words ending in –fer? 			<ul style="list-style-type: none"> Can I use a hyphen to join a prefix to a root word? Can I spell words with the l sound spelt ei after c? Can I spell words containing the letter-string ough? Can I spell words with silent letters? Can I spell most of the 98 Year 5 and 6 statutory spelling list? 		



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<p>Grammar and Punctuation</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use passive verbs to affect the presentation of information in a sentence? • Can I use expanded noun phrases to convey complicated information concisely? • Can I use semi-colons or dashes to mark boundaries between independent clauses? • Can I use a colon to introduce a list? • Can I punctuate bullet points consistently? <p>Learning the Grammar for Y6:</p> <p>(6) Can I recognise 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?]</p> <p>(6) Can I recognise how words are related by meaning as synonyms and antonyms [for example, big, large, little?]</p> <p>(6) Can I effectively use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)?]</p> <p>(6) Can I recognise 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? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech?]</p> <p>(6) Can I link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis?</p> <p>(6) Can I use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text?]</p> <p>(6) Can I use a range of punctuation: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up?]</p> <p>(6) Can I use a colon to introduce a list and use semi-colons within lists?</p> <p>(6) Can I use bullet points to list information?</p> <p>(6) Can I recognise how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover?]</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I write legibly, fluently and with increasing speed? • Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters? • Can I choose the writing implement that is best suited for a task? 					
<p>Maths (White Rose)</p>	<p>Number: Place Value (wks 1 to 2)</p> <p>Number: Addition, Subtraction, Multiplication and Division (wks 3 to 7)</p> <p>Arithmetic weekly</p>	<p>Number: Fractions A (wks 1 – 2)</p> <p>Number: Fractions B (wks 3 – 4)</p> <p>Geometry: Converting units (wk 5)</p> <p>Ratio (wks 6 – 8)</p> <p>Arithmetic weekly</p>	<p>Number: Algebra (wks 1 to 2)</p> <p>Number: Decimals (wks 3 to 4)</p> <p>Number: Fractions, decimals and percentages (wks 5 to 6)</p> <p>Arithmetic weekly</p>	<p>SATS Consolidation Problem solving and reasoning</p> <p>Arithmetic weekly</p>	<p>SATS Consolidation Problem solving and reasoning</p> <p>Arithmetic weekly</p>	<p>Measurement: Area, perimeter and volume (wks 1 to 2)</p> <p>Statistics (wks 3 to 4)</p> <p>Geometry: Shape (wk 5)</p> <p>Position and direction (wk 6)</p> <p>Arithmetic weekly</p>
<p>Geography</p>			<p>UK Economic activity (Gr)</p>	<p>South America (CT)</p>		
<p>History</p>	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 WW2</p>			<p>Journey to Britain</p> <p>Migration</p>		
<p>Science (Kapow)</p>	<p>Circuits, batteries and switches (6 lessons)</p>	<p>Light and reflection (6 lessons)</p>	<p>Circulation and health (6 lessons)</p>	<p>Evolution and inheritance (6 lessons)</p>	<p>Classifying big and small (6 lessons)</p>	<p>Making connections: Are some sunglasses safer than others? (5 lessons)</p>
<p>Art & Design (Kapow)</p>			<p>Drawing – <i>Make my voice heard</i> (5 lessons)</p>	<p>Painting and mixed media – <i>Artist Study</i> (7 lessons)</p>		<p>Sculpture and 3D – <i>Making Memories</i> (5 lessons)</p> <p>Craft and design – <i>Photo opportunity</i> (5 lessons)</p>



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D&T (Kapow)	Structures – <i>Playgrounds</i> (4 lessons)		Electrical systems – <i>Steady hand game</i> (4 lessons)	Textiles – <i>Waistcoats</i> (4 lessons)	Food - <i>Come dine with me</i> (6 lessons)				
Music (Charanga)	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay			
Spanish (Language Angels)	Phonetics lesson 4 (C) Healthy Living (P)	World War 2 (P)	At School (P)	Irregular Verbs (P)	Planets (P)	Me in the World (P)			
RE	EXPRESSING Is it better to express beliefs in art or charity?	BELIEVING What do religions say to us when life gets hard?	LIVING What matters most to Christians and Humanists?	LIVING What difference does it make to believe in Ahimsa, Grace and/or Ummah?		LIVING Green religion: what can be done about climate and environment?			
Computing	Computing systems and networks – Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Creating media – 3D Modelling 'Tinkercad'	Programming B – Sensing movement			
PE	Health and Fitness Dance	Lacrosse Gymnastics	Gymnastics Rugby	Netball Dance	Rounders Cricket	Athletics Tennis OAA			
PSHE & RSHE	Relationships		Living in the wider world			Health and Wellbeing			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations Crucial Crew	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; Managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media