

Year 6 Curriculum Overview 2024-2025



Year 6	Autumn -	Spring -	Summer -
English Lancashire units	Autumn 1: <ul style="list-style-type: none"> The Nowhere Emporium -Narrative based on modelled text -A magazine page Autumn 2: <ul style="list-style-type: none"> Novel as a Theme Biography 	Spring 1: <ul style="list-style-type: none"> Classic Fiction Poetry – Songs and Lyrics Persuasion: A Formal Review Spring 2: <ul style="list-style-type: none"> Older Literature Information Text Hybrid Poems with Imagery 	Summer 1: <ul style="list-style-type: none"> Detective / Crime Fiction Explanations Summer 2: <ul style="list-style-type: none"> Short Stories with Flashbacks Novel as a Theme Classic Narrative Poetry
Maths	<ul style="list-style-type: none"> Place Value Addition & Subtraction Multiplication & Division Fractions, Decimals & Percentages 	<ul style="list-style-type: none"> Measures Shape Position & Direction Statistics Ratio Algebra 	<ul style="list-style-type: none"> Revision Gaps & misconceptions
RE	<ul style="list-style-type: none"> 6.1 Is every person's journey the same? (10hrs 6+4) Non Christian faith unit: Pilgrimage (4) 6.2 How do Christians prepare for Christmas? (5hrs) 	<ul style="list-style-type: none"> 6.3 A – Why is the Exodus such a significant event in Jewish and Christian history? (6) 6.4 Who was Jesus? Who is Jesus?(4hrs) 6.5 – What is the importance of Ascension and Pentecost to Christians? – (4) 	<ul style="list-style-type: none"> 6.6 What is the nature and character of God? (8 hrs 6+2) 6.7 – How does having faith affect people's lives? (7 hrs 6+1)
Geog	<p style="text-align: center;"><u>How are biomes and climate zones?</u></p> <p style="text-align: center;"><i>-What are the main biomes?</i></p> <p style="text-align: center;"><i>-Where are the different regions in the world where different biomes exist? (recap continents, countries of the world and equator, hemispheres, tropics, introduce latitude and longitude)</i></p>		<p style="text-align: center;"><u>What are the main features of the Amazon Basin?</u></p> <p style="text-align: center;"><i>-What are the names and key features of South American countries?</i></p> <p style="text-align: center;"><i>-How do different time zones work in South America? (Compare to our time zone)</i></p> <p style="text-align: center;"><i>-Where is the Amazon Basin?</i></p> <p style="text-align: center;"><i>-What can we learn about the human and physical features of the Amazon</i></p>

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	<ul style="list-style-type: none"> -What are the main features of temperate deciduous forests and savannahs? -What are the main features of a tundra and desert? -How does climate change affect our biomes? (Arctic map) 	<p>Basin? (include industries, trade and tourism)</p> <ul style="list-style-type: none"> -What are the main features of a Rainforest? (recap biomes) 	
<p>History</p>	<p><u>Who were the Anglo-Saxons and Vikings and how did they struggle for the kingdom of England?</u></p> <ul style="list-style-type: none"> -Where did the Anglo-Saxons originate from and when did they invade Britain? -How did the Anglo-Saxon settlements differ from the ones the Romans had created? -How did Anglo-Saxon kingdoms grow and change over time? -When and why did the Vikings invade Britain? -What do we mean by the struggle for the kingdom of England? 	<p><u>Who were the Maya?</u></p> <ul style="list-style-type: none"> -Who were the Maya and when and where did they live? -What evidence do we have that the Maya were an advanced civilisation? -What was daily life like during the times of the Maya people? -What was happening around the world at the same time as the Maya? -What caused the Maya civilisation to decline? 	
<p>Sci</p>	<p>Living things and their habitats -</p> <p><u>How are living things grouped and classified?</u></p> <ul style="list-style-type: none"> -Be able to classify living things into broad groups according to observable characteristics and based on similarities and differences -Know how living things have been classified -Give reasons for classifying plants and animals based on specific characteristics - Know about vertebrate and invertebrate animals -Know who Carl Linaeus was <p>Evolution and inheritance -</p> <p><u>How have living things on Earth change over time?</u></p>	<p>Animals including humans -</p> <p><u>How does the heart work and why is it so important?</u></p> <ul style="list-style-type: none"> -Identify and name the main parts of the human circulatory system -Know the function of the heart, blood vessels and blood -Know the impact of diet, exercise, drugs and lifestyle on health -Know the ways in which nutrients and water are transported in animals including humans -Know who William Harvey was <p>Light -</p> <p><u>How do our eyes help us see?</u></p> <ul style="list-style-type: none"> -Know that light travels in straight lines -Understand that because light travels in straight lines 	<p>Electricity -</p> <p><u>How does electricity work and how does its power vary?</u></p> <ul style="list-style-type: none"> -Know that the brightness of a bulb is associated with the voltage -Compare and give reasons for variations in how components function -Use recognised symbols when representing a simple circuit in a diagram -Construct simple series circuits to test hypothesis -Be able to answer questions about what happens when they try different components, for example; switches, bulbs, buzzers and motors.

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	<p>-Know that living things have changed over time</p> <p>-Know the part fossils play in helping us understand more about living things that inhabited our Earth millions of years ago</p> <p>-Know that living things produce offspring of the same kind</p> <p>-Know that offspring vary and are not normally identical to their parents</p> <p>-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>-Know how our eyes work</p> <p>-Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	
<p>Art</p>	<p>Textiles</p> <p>To collect and select visual information and develop ideas. 1c</p> <p>To use relief printed textile processes to communicate their ideas and observations. 2c</p> <p>To adapt work according to their views. 3b</p> <p>To investigate, collect and select visual information from Hundertwasser images to develop ideas. 1c</p> <p>To collect visual information to help develop ideas. 1c</p> <p>To develop batik designs in response to the work of Antonio Gaudi. 2a</p> <p>To make thoughtful observations about starting points and select ideas to use in their work. 1b</p> <p>To respond to the work of North American Indians. 4c</p> <p>To construct a twig loom and select natural and made materials to produce a multi-media weaving. 2c</p>	<p>Collage-</p> <p>To respond to the work of Gustav Klimt. 1b, 4c.</p> <p>To collect visual information to help develop ideas using a sketchbook. 1c</p> <p>To combine visual and tactile qualities of materials and match these to the purpose of their work. 2a</p> <p>To use a variety of methods and approaches to communicate ideas. 2c</p> <p>Talk about own work and that of others and develop and modify ideas in the light of these discussions. 3a, 3b</p> <p>To respond to the work of Pablo Picasso. 1b, 4c</p> <p>To apply their experience of materials and processes. 2b</p> <p>Compare ideas and approaches in their own and others' work. 3a</p> <p>To review and modify work as it progresses. 3b</p>	<p>3D-</p> <p>To respond to the reclining figure work of Henry Moore. 4c</p> <p>To observe the figure from a range of viewpoints. 1a</p> <p>To respond to the mother and child work of Henry Moore. 4c</p> <p>To adapt and improve their work as it progresses. 3b</p> <p>To compare and comment on their own and others' work. 3a</p> <p>To research the work of craftspeople and designers working in different times and cultures.4c</p> <p>To use ideas as a starting point for making a series of clay pendants. 1a, 1b, 1c</p> <p>To review and modify work and make changes as work progresses. 3b</p> <p>To apply knowledge and understanding of previously learned techniques. 2b</p> <p>To explore a range of starting points for practical work. 1b</p> <p>To adapt their work according to their views. 3b</p>
<p>DT</p>	<p>How can we create a camouflaged</p>	<p>How can we use computing skills to</p>	<p>What dishes would we create as part of an</p>

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	<p>nomadic tent that would be suitable for a temperate climate?</p> <ul style="list-style-type: none"> -Know what Viking nomadic tents look like and appreciate how they are made -Research different structures and joining of materials -Create initial design taking account of both structure and design of the fabric used -Create a stable structure capable of withstanding strong winds and rain -Evaluate the tent taking account of both structure and suitability 	<p>create a piece of technology to help people get active? (Micro-bit)</p> <ul style="list-style-type: none"> -Know and understand what variables are -Create algorithms that use variables -Create an algorithm to make a step counter -Predict how variables will be used in programs -Design and create an activity picker for a family 	<p>afternoon tea as part of a celebration with our families?</p> <ul style="list-style-type: none"> -Find out about different afternoon tea items and recipes -Research and taste different produce -Design an initial idea, which focuses on working within a budget -Gather resources and make the product-Evaluate the final product against the original brief
<p>Music (Bolton Music service)</p>			
<p>IT (Purple Mash)</p>	<ul style="list-style-type: none"> ● Unit 6.2 Online Safety ● Unit 6.4 Blogging ● Unit 6.9 Spreadsheets 	<ul style="list-style-type: none"> ● Unit 6.1 Coding ● Unit 6.7 Quizzing 	<ul style="list-style-type: none"> ● Unit 6.5 Text Adventures ● Unit 6.8 Binary ● Unit 6.6 Networks
<p>French (Mrs Wardle)</p>	<p><u>Unit 18 – Planets</u> To learn and recite the planets in sequence, from memory with accurate pronunciation. Revise the days of the week. To write days and planets accurately observing sound/spelling patterns. To extend numbers to the thousands. To listen to/watch a short video, to understand the main points and to</p>	<p><u>Unit 19: My School</u> To deduce the meaning of unknown words using context, cognates, known vocabulary. To learn some places in the school - say with accurate pronunciation and spell them from memory. Observe sound/spelling patterns. To create sentences using the first person form of ER verbs.</p>	<p><u>Unit 23- a Trip to a Paris café</u> Learn a range of food and drink items. Recognise items on a menu and ask for them politely. Complex orders - quantities and flavours. Seek clarification of the menu. Role play customer and waiter. Use Euros and understand and give a price. Use language with imagination in spoken and written form. Perform an impromptu role-play. To learn about Paris, famous monuments, the Metro,</p>

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	<p>decipher some unknown vocabulary. To create a postcard with descriptive factual and fictional sentences using a range of adjectives, a past tense, determiners and qualifiers with the aid of reference materials. To present the postcard to the group</p>	<p>To learn school subjects and to express a positive and negative qualified opinion in spoken and written form. To respond to more classroom instructions and to be able to give the instructions to others</p>	<p>finding our way, Le Tour de France, Les Jeux Olympiques (2024)</p>
<p>PSHEC Jigsaw</p>	<p><u>Being Me in My World</u> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling <u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p><u>Celebrating differences</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy <u>Healthy Me</u> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p><u>Relationships</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <u>Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition</p>
<p>PE</p>	<ul style="list-style-type: none"> ● Jagtag ● Dodgeball 	<ul style="list-style-type: none"> ● Basketball ● Rounders ● Swimming 	<ul style="list-style-type: none"> ● Handball ● Athletics