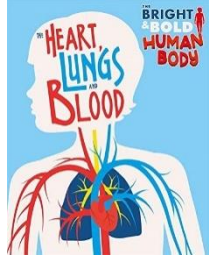
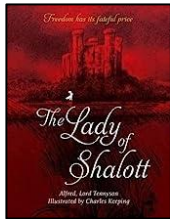
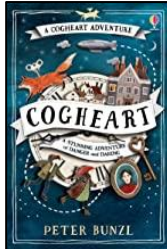
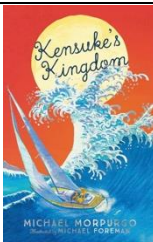
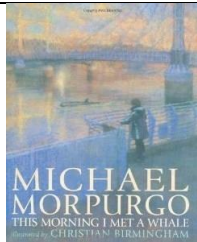
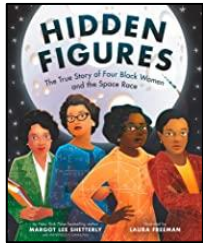
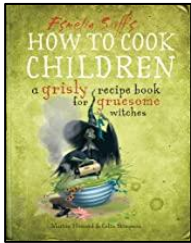
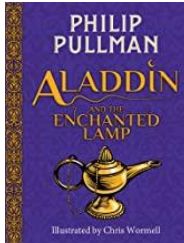
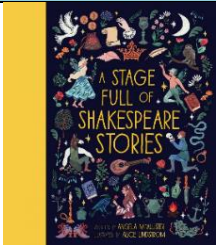
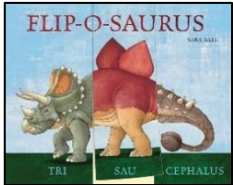


Curriculum Overview Year 6 Cycle A

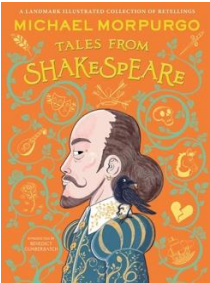
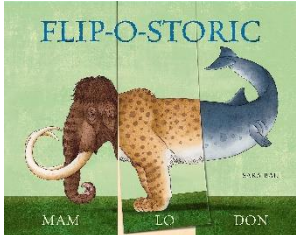
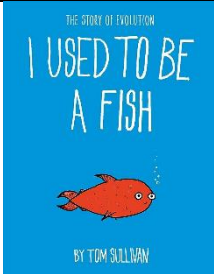
Topic	Term 1 Totally Thames		Term 2 Raiders and Invaders		Term 3 Going Global	
Key Concepts	Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections					
Year 6	Autumn 1 – Totally Thames			Autumn 2 – Totally Thames		
English Text			 & 'The Eagle'			
Text genre	Graphic novel	Explanation	Classic narrative poetry - Tennyson	Historical		
Writing outcome(s)	Story Comparison NF: Diary entries F: Character and setting descriptions	NF: The Circulatory System	P: A verse in the style poem Poetry recital	F: Character and setting descriptions NF: Letter NF: Balanced argument/ Discussion	NF: Newspaper report F: Short story inspired by 'Eye of the Storm' (Literacy Shed)	Publishing
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility	Vocabulary development Poetic devices Oracy	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Use of the passive	

	Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary		Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’ Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’. Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.	Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>) Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i> Proofreading Proofreading in smaller chunks – sentences and paragraphs.	Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists	Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.		
Curriculum concept links						
Wider curriculum writing opportunities				Diary entry – writing from the point of view of a red blood cell		

Suggested wider reading	  - Guided reading / class reader					
Year 6	Spring 1 –Raiders, Traders and Invaders			Spring 2 – Raiders, Traders and Invaders		
English Text				 Animation		
Text genre	Biography (recount)	Instructions		Mystery	Fairy tale	
Writing outcome(s)	F: Biography of a Scientist representing diversity <i>Texts: Women in Science: 50 Fearless Pioneers Who Changed the World</i>	NF: Recipe for Vol 2	Publishing	F: Suspense story (two characters for dialogue)	F: Own escape story (2 characters) NF: Letter of advice	Publishing
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation	

	Cohesive devices within and across paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Cohesive devices within and across paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary		Cohesive devices within and across paragraphs Descriptive devices Range of punctuation - semi-colon and colon Vary sentence starter Using a range of affixes for precision in vocabulary	Cohesive devices within and across paragraphs Descriptive devices Range of punctuation - semi-colon and colon Vary sentence starter Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	Revisit Words containing the letter string ‘-ough’ Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)	Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2		Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term.	- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) - Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.	
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						
Year 6	Summer 1 – Going Global			Summer 2 – Going Global		
English Text	 Hamlet – abridged version + extracts	 Link to Living Things and Their Habitats (children will also have knowledge from Evolution topic work)				

Text genre	Historical (Tragedy)	Information	<i>Gathering content during Guided Reading sessions</i>	Poetry (CLPE)	Playscript	
Writing outcome(s)	Interview with Hamlet Persuasive advert promoting Hamlet	NF: Instructional text - 'How to take care of' fictional/invented hybrid dinosaurs	<i>This will then inform 2 week English unit</i>	Vocabulary development Poetic language and devices	End of year performance	Publishing
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices Range of punctuation - semi-colon and colon Vary sentence starter Formal/informal language - subjunctive Using a range of affixes for precision in vocabulary	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices Range of punctuation - semi-colon and colon Vary sentence starter Formal/informal language - subjunctive Using a range of affixes for precision in vocabulary	<i>Reading examples of non-fiction texts describing animals e.g. Highest Mountain, Deepest Ocean</i>			
Spelling over the term (No Nonsense)	Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)		Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i>	Learning and Practising spellings Pupils: - Learn selected words taught in new knowledge this term. - Learn words from the Years 5 and 6 word list. (Suggest an average of 7	Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.	

	Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’ Proofreading Embedding proofreading strategies when reviewing own writing independently. words each term.) - Learn words from personal lists - Root words and meanings					
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading	 					
Year Group 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value Number Place value FREE TRIAL VIEW	Number: Fractions Number Fractions A VIEW	Measurement: Converting units Measurement Converting units VIEW	Number: Fractions, decimals and percentages Number Fractions, decimals and percentages VIEW	Number: Algebra Number Algebra VIEW	Problem solving Themed projects Assess and Review
	Recap- Y5 Geometry: Shape	Number: Fractions		Measurement	Geometry: Position and direction	

	Number: Addition, subtraction, multiplication, division Number Addition, subtraction, multiplication and division VIEW Geometry: 3D Shape Geometry Shape VIEW Making Connections Art Giacometti sculptures	Number Fractions B VIEW Assess and Review Statistic	Recap- Y5 Geometry: Position and direction Number: Ratios Number Ratio VIEW Number: Decimals Number Decimals VIEW	Area, perimeter and volume Measurement Area, perimeter and volume VIEW Connections: Geography – area of countries in Europe Geometry: Making Connections Area of 2D and 3D Shapes Geometry: Shape Assess and Review	Geometry Position and direction VIEW	
Science	Animals including Humans (Circulatory system)	Living things and their habitats (link to Computing – Wild Cities 26.11.24)	Evolution and inheritance (link to Biography writing)			
Geography	<u>The Thames and UK</u> Compare - Physical Geography and land use within the local area and beyond name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical	<u>UK v Scandinavia</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Scandinavia.	<u>Africa: Focus on Nigeria</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			

	characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of the compass, 4 and 6 figure grid references, symbols and keys (including Ordnance survey maps) to build their knowledge of the United Kingdom and wider world		
Assessment Activity/Outcome	Create an E book comparing 2 cities- human and physical features	Write a quiz with a selection of questions based on the physical and human features of England & one Scandinavian country. Use: Images Multiples choice Weather data	Create a fact file for a missing page in a geography book for another country in Africa. Present compare with each other.
Locational Knowledge	World Rivers https://www.geoguessr.com/seterra/en/vgp/3133	Scandinavia https://www.geoguessr.com/seterra/en/vgp/3187 Europe – Physical features https://www.geoguessr.com/seterra/en/vgp/3453	Africa - Physical features https://www.geoguessr.com/seterra/en/vgp/3450 Africa – countries https://www.geoguessr.com/seterra/en/vgp/3163
History	<u>Local History</u> Thames Bridges – How did they change London? BHM: Slave trade & the docks Use dates and historical periods in my language. Create a timeline about a specific topic Summarise the main events from a specific period of time. Understand and show how history shaped the world we live in today.	<u>British History</u> The Vikings Use dates and historical periods in my language. Order events and use specific vocabulary to describe when they happened. Create a timeline about a specific topic e.g the development of weapons. Ask and answer searching questions. Describe a key event from Britain’s past using a range of evidence from different sources.	<u>World History</u> A non-European society that provides contrasts with British history Benin (West Africa) c. AD BH Artefacts in the British Museum, is it immoral to keep them there? Understand and show how history shaped the world we live in today. Show an understanding of how things have changed over time and in some instances explain why.

	Show an understanding of how things have changed over time and in some instances explain why.		Describe changes, similarities and differences between different historical periods.
Assessment Activity/Outcome	Write an explanation/summary – History of Tower Bridge (why, how where, when what, who)	Newspaper report written and oral – The Vikings are coming	Quiz – Put on Google slides Comparing The Mayan Empire & The Benin Empire
Art	Monet - Painting Select colour appropriately to evoke mood or setting Select use different paints and techniques for the desired effect Investigate and produce work influenced By a given artist (Monet) <u>Outcome: Landscape in the style of Monet</u>	Art Painting/3D/Collage – Viking Shields Use texture and colour to indicate emotion Use a range of different paints, techniques and collage Recreate designs from other times and cultures using a variety of materials <u>Outcome - Shield</u>	Art -African Prints – Printing Recreate designs from other times and cultures using a variety of materials Design prints for different purposes Discuss and evaluate own work and that of others Build up drawings and images of whole or parts of items using various techniques <u>Outcome: Print – repeated pattern using different techniques</u>
Corridor Displays	Humanities	STEM	Art
DT	Bridges – construction What makes a good bridge? What different types of bridge are there? How can we design and make one? Evaluate our own products.	DT – Food technology -Bread Know about different types of dough and how pizzas are made. Make our own Pizzas, adapting recipe as we go. Make own lunch <u>Create a survey – google docs</u>	DT – remote control vehicles
RE Hindu Temple	U2.10 Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Hindus and non-religious)	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community) (Muslims)
Computing	4.6 We are meteorologists	5.4 We are web developers	5.5 We are bloggers

	Presenting data about the weather Google sheets		Creating a website Google Sites		Sharing experiences and opinions online Blogger/ Twitter	
PSHE	Being me in My world	Celebrating difference	Dream goals	Healthy me	Relationships (See overview document of lessons to teach)	Changing me Relationships (See overview document of lessons to teach)
PE Lesson 1- teacher	hockey OAA residential Paralympic sports day	Basketball	yoga	Dance	tennis	Athletics Leadership in PE focus OAA
PE Lesson 2- coach PPA -	Fitness	Football	Gymnastics	Netball	Striking and fielding	Athletics
Music	Year 5- Thunder by Imagine Dragons and Yr6- Spoken Word pieces about ‘Their London’	London: Appraise, learn and perform mixture of ‘My city’ Poem by George the Poet and ‘Hometown Glory’ (chorus) Adele	Glockenspiel. Stage.2 with Music appreciation	Musicals + Dance	Play (y5) Y6 purchase play Singing	Play(Y6) Singing
Listening	Bestselling singles of all time: The World	Music from the 90s	Opera	ABBA	Performance Y5 Y6 Musicals: Hamilton	Performance y6 Y5 Musicals: Hamilton
Spanish	Phonetics The date	Do you have a pet?	Clothes	At school	At the weekend	Vikings
Trips	Tower Bridge Theatre				Horniman Museum	
Visitors			Refugee week – workshop Maths Games			

