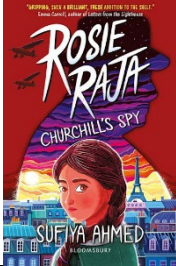
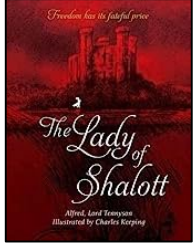
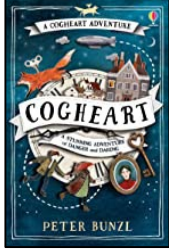
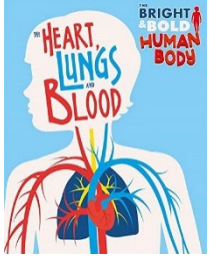
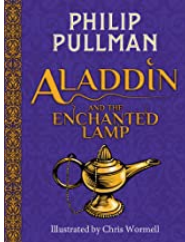
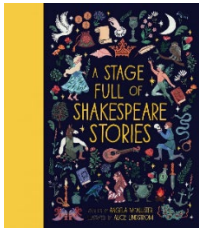
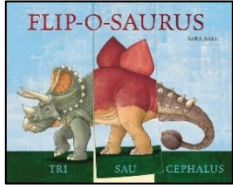



Curriculum Overview Year 6 Cycle B

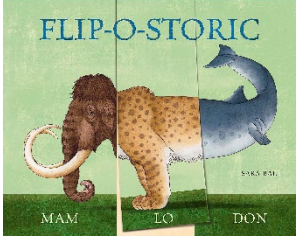
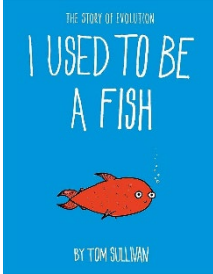
Topic	Term 1 'Life in London' World War 2		Term 2 'Home and Away' Anglo Saxons		Term 3 'What a Wonderful World' Ancient Greeks	
Key Concepts	Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections					
Year 6	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text		Non-fiction to be decided				
Text genre	Historical / adventure		Classic narrative poetry	Historical	Explanation	
Writing outcome(s)	First person narrative about going away from home on an adventure (using residential or a similar experience as inspiration)	Sequence of diary entries	P: A verse in the style poem	LNF: letter NF: Balanced argument/ Discussion F: Short story	NF: The Circulatory System	
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	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	Vocabulary development Poetic language and devices	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	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	

	<p>possibility 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</p>	<p>possibility 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</p>		<p>possibility 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</p>	<p>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</p>	
Spelling over the term (No Nonsense)	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p>	<p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p>		<p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • 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 	<p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	
Curriculum concept links						
Wider curriculum writing opportunities				Diary entry – writing from the point of view of a red blood cell		
Suggested wider reading						
Year 6	Spring 1 – Home and Away: Journeys – Travel and Transport			Spring 2 – Home and Away: Journeys – Travel and Transport		

English Text				 <p style="text-align: center;">Animation</p>		
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		F: Suspense story (two characters for dialogue)	F: Own escape story (2 characters) NF: Letter of advice	
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 Vary sentence starter Using a range of affixes for precision in vocabulary	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 Cohesive devices within and across paragraphs Descriptive devices Range of punctuation Vary sentence starter 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 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 Using a range of affixes for precision in vocabulary	

Spelling over the term (No Nonsense)	<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /jəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p>	<p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p>	<p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<ul style="list-style-type: none"> Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>		
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						
Year 6	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text	 <p>Hamlet – abridged version + extracts</p>		<p><i>Link to Living Things and Their Habitats (children will also have knowledge from Evolution topic work)</i></p> <p><i>Reading examples of non-fiction texts describing animals e.g. Highest Mountain, Deepest Ocean</i></p>			
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	‘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	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive,	Range of sentences Correct tense Range of verb forms: simple, progressive,				

	<p>perfect</p> <p>Use of the passive</p> <p>Range of conjunctions</p> <p>Relative clause</p> <p>Parenthesis</p> <p>Modal verbs and adverbs for degree of possibility</p> <p>Fronted adverbials</p> <p>Complete dialogue punctuation</p> <p>Cohesive devices within and across paragraphs</p> <p>Descriptive devices</p> <p>Range of punctuation - semi-colon and colon</p> <p>Vary sentence starter</p> <p>Formal/informal language - subjunctive</p> <p>Using a range of affixes for precision in vocabulary</p>	<p>perfect</p> <p>Use of the passive</p> <p>Range of conjunctions</p> <p>Relative clause</p> <p>Parenthesis</p> <p>Modal verbs and adverbs for degree of possibility</p> <p>Fronted adverbials</p> <p>Complete dialogue punctuation</p> <p>Cohesive devices within and across paragraphs</p> <p>Descriptive devices</p> <p>Range of punctuation - semi-colon and colon</p> <p>Vary sentence starter</p> <p>Formal/informal language - subjunctive</p> <p>Using a range of affixes for precision in vocabulary</p>				
Spelling over the term (No Nonsense)	<p>Revisit</p> <p>Spelling strategies at the point of writing</p> <p>Rare GPCs</p> <p>Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings</p> <p>Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p>	<p>Homophones and near homophones</p> <p><i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p> <p>Proofreading</p> <p>Embedding proofreading strategies when reviewing own writing independently.</p>	Learning and Practising spellings	<p>Pupils:</p> <ul style="list-style-type: none"> 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 Root words and meanings 	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 Group 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Place value incl. decimals</p> <p>Mental and written addition</p> <p>Mental and written multiplication</p> <p>Mental and written subtraction</p> <p>Mental and written division</p> <p>Mental and written calculation</p> <p>2D and 3D shape</p>	<p>Place value, decimals and fractions</p> <p>Fractions</p> <p>Fractions, percentages, ratio and proportion</p> <p>Calculating fractions, ratio and proportion</p> <p>Calculating with fractions</p> <p>Measurement – area and volume</p> <p>Assess and review</p> <p>Algebra and sequences week</p>	<p>Reasoning</p> <p>Place value, sequences and coordinates</p> <p>Mental and written multiplication</p> <p>Apply through Measurement, ratio and proportion</p> <p>Statistics – pie charts apply with volume / capacity</p> <p>Operation revision apply through Measurement – length, including perimeter and mass Area, perimeter and volume of shapes</p>	<p>Reasoning</p> <p>Mental and written addition and subtraction</p> <p>Apply through Measurement – temperature, mean</p> <p>2D shape, coordinates, translation and reflection</p> <p>2D and 3D shape</p> <p>Geometry – angles</p> <p>Statistics – line graphs and pie charts</p> <p>Assess and review week</p>	<p>Problem solving</p> <p>Cross curricular maths</p> <p>Statistics – line graphs and pie charts</p> <p>Measurement (length and time) and statistics - mean</p>	<p>Problem solving</p> <p>Cross curricular maths</p> <p>2D shape, coordinates, translation and reflection</p> <p>2D and 3D shape</p> <p>Assess and review week</p>

Geography	<u>London & Berlin - Physical & Human Geography</u> Compare 2 European capital cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	<u>UK & Denmark</u> <u>Compare 2 European countries</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	<u>North & South America</u> understand geographical similarities and differences through the study of human and physical geographical region within North or South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Geographical Skills to run throughout each unit use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
	<u>Place Knowledge</u> Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. <u>Human & Physical Geography</u> identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Compare with a major European Capital city With a river.	<u>Place Knowledge</u> Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	<u>Human & Physical Geography</u> Describe and understand key aspects of: Physical geography including Rivers and the water cycle, brief introduction to Volcanoes and earthquakes
Assessment Activity/Outcome	Create an E Book comparing the 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.

History	Local History London during the war – Food BHM – Windrush - who fought in WW2 BHM David Olusoga – pg 62, pg 66 windrush today Key concept - Power Who had power, who wanted power and how was it obtained?		British History Settlements by Anglo Saxons and Scots Who were the Anglo Saxons & Scots? Why did they settle here? Where did they settle?		World History Who were the Ancient Greeks? What life was like for the Ancient Greeks The Olympics, Gods and Goddesses, Art, Greek inventions, Food, Architecture and Language	
Assessment Activity/Outcome	Newspaper report written and oral The impact of WW2 on the local area		Write a summary of the Anglo-Saxon invasion. Including conflicting accounts from different sources		Google slides presentation Comparing Ancient Rome & Ancient Greece	
Art	Trench Art 3d Sketch up		Stephen Wiltshire Drawing		Greek Pots/Plates Painting & Collage	
DT	Fairgrounds - Electrics		Pizza Google docs - survey		Moving toys	
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)	
Science	Animals including Humans	Animals including Humans	Light	Living things and their habitats	Evolution and inheritance	Evolution and inheritance
Computing	5.4 We are web developers Creating a website Google Sites		4.6 We are meteorologists Presenting data about the weather Google sheets		5.5 We are bloggers Sharing experiences and opinions online Blogger/ Twitter	
PSHE	Being me in My world	Celebrating difference	Dream goals	Healthy me	Relationships (See overview)	Changing me Relationships

					document of lessons to teach)	(See overview document of lessons to teach)
PE Lesson 1- teacher	Cricket OAA residential	Dance* WW2 link	yoga	Circuit skills	Basketball	Athletics Leadership in PE focus OAA
PE Lesson 2- coach PPA -	Fitness	Football	Gymnastics	Netball	Striking and fielding – focus rounders	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	Music from the 00s	Children's Film Soundtracks	Eurovision	Jazz	Performance (y5) Musicals – Buggy Malone (y6)	Performance (y6) Musicals – Buggy Malone (y5)
Spanish	Phonetics Presenting myself	My family	The date	Do you have a pet?	My home	Clothes
Trips	Churchill War Rooms (History) West End Theatre -		Pizza Hut - DT (y6) Ice Skating		British Museum – Ancient Greece Bowling - PE / PSHE / end of year marble treat	
Visitors	Drama Hut – Evacuees workshop		Anglo Saxon Workshop Critical thinking Workshop: Equaliteach - PSHE		Refugee week - workshop	