

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cultural Capital Opportunities	Imperial War Museum visit (WWII – linked to history)	Field work	Two places of worship: mosque and church (linked to RE)			Museum of London (Slave trade and how it shaped London – linked to geography)
Texts	<p>Goodnight Mr Tom by Michelle Magorian (<i>Fiction</i>)</p> <p>Extracts from various non-fiction texts used for reading skills and explanation writing.</p>	<p>Suffragette, the battle for equality by David Roberts (<i>Non-Fiction</i>)</p> <p>Film: https://www.literacysshed.com/derby-day.html https://poets.org/poems-womens-suffrage-movement (<i>Poetry</i>)</p>	<p>Street Child by Berlie Doherty (<i>Fiction</i>)</p> <p>Children in History – Victorians (<i>Non-Fiction</i>)</p>	<p>Eye of the Wolf by Daniel Pennac (<i>Fiction- Fantasy Adventure</i>)</p>	<p>Funky Chickens by Benjamin Zephaniah</p> <p>Courage in a poem Various authors (<i>Poetry</i>)</p> <p>https://www.teachingpacks.co.uk/guides/playscripts/ https://www.literacysshedplus.com/en-gb/browse/age-9-11/film-based-writing-units Playscript/film (<i>Fiction</i>)</p>	<p>Holes by Louis Sachar (<i>Fiction</i>)</p> <p>Film</p>
Shared Reading	<ul style="list-style-type: none"> Skimming and Scanning Vocabulary – in context, meanings, author’s choice Retrieval Inference 	<ul style="list-style-type: none"> Summarising skills Comparing and contrasting Asking questions Provide views and justifications 	<ul style="list-style-type: none"> Predicting Effect of language Distinguish between fact and opinion Comparing within and across books Identifying themes 	<ul style="list-style-type: none"> Evaluate Author’s choice of language Inference Themes <p>Revision of all skills</p>	<ul style="list-style-type: none"> Wide range of poetry Read and perform poems and plays Focus on audience 	Consolidate all key reading skills
English Writing Genre	<ul style="list-style-type: none"> Diary writing (Recount) (<i>Non-Fiction/Fictional</i>) Descriptive writing – Setting x2 (<i>Fiction</i>) Explanation writing (<i>Non-fiction</i>) 	<ul style="list-style-type: none"> Newspaper report (<i>Non-fiction</i>) Biography (<i>Non-fiction</i>) Poetry 	<ul style="list-style-type: none"> Formal balanced argument (<i>Non-fiction</i>) Character description (<i>Fiction</i>) Persuasive writing (Speech) (<i>Non-Fiction</i>) 	<ul style="list-style-type: none"> Narrative writing (Flashback) (<i>Fiction</i>) Non-chronological report (<i>Non-Fiction</i>) 	<ul style="list-style-type: none"> Debate https://noisyclassroom.com/debate-topics/ (<i>Non-Fiction</i>) Playscripts/film (<i>Fiction</i>) Poetry 	<ul style="list-style-type: none"> Narrative writing (Alternative story) (<i>Fiction</i>) Instructions (<i>Non-fiction</i>) Persuasive writing (leaflet) (<i>Non-fiction</i>) Informal/formal letters (<i>Non-fiction</i>)
Curriculum Links	History – World War 2	History – Made in Dagenham/Women’s rights	History – Children in Victorian times	Geography – A study of Africa		Computing – creating a webpage/email writing Film
Mathematics	Place value, addition, subtraction, multiplication, division	Fractions, decimals and percentages,	Statistics, ratio, algebra, area and perimeter,	Shape, position and direction, revision of skills	Consolidation of key skills	Consolidation of key skills

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Year 6 Curriculum Overview

		converting units of measure				
Science	Light	Evolution and Inheritance	Animals including Humans – The Human Circulatory system.		Electricity	Electricity (cont.) Living things and their habitats
History	World War II	Made in Dagenham – The Ford factory and women’s rights.	Children in Victorian times	N/A	N/A	N/A
Geography	N/A		N/A	A study of Africa (biomes and the Tropics)		Trade and Economy
Art and Design	N/A	<u>Drawing</u> 2D/3D Drawings <i>(linked to Science)</i>	N/A	<u>Collage</u> Political Posters <i>(linked to Geography)</i>	<u>Sculpture</u> Chair Sculpture	
Design and Technology	Make Anderson Shelters <i>(linked to History)</i>	N/A	Create your own vegetable pasta dish & sauce	N/A	N/A	Fairgrounds - create a fairground ride using moving mechanisms
Music	Week 1 and 2: Cultural music appreciation (class country) Clarinets (CMS)	CMS Clarinet	CMS Clarinet	CMS Clarinet	CMS Clarinet	Music Week: BBC Ten pieces – Contemporary 1920 to present day – Focus the history of music through one genre (blues/jazz). CMS Clarinets: Composing and performing

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PSHE	Mental health and emotional wellbeing: Healthy minds	Keeping safe and managing risk: Keeping safe - out and about	Identity, society and equality: Human rights	Drug, alcohol and tobacco education: Weighing up risk	Relationship and Sex Education (SRE): Healthy relationships / How a baby is made	Sex and relationship education (SRE): Healthy relationships / How a baby is made (cont.)
Computing	Computing systems and networks: Communication Online safety	Creating media: Web page creation <i>(linked to Science)</i>	Programming A: Variables in games	Creating media: 3D modelling - Produce 3D models, examining the differences between working digitally and 2D and 3D graphics <i>(linked to Science)</i>	Programming B: Sensing - sequence, repetition, selection and variables using Crumbles or MicroBits	Data and information: Spreadsheets - Organising and formatting data in spreadsheets, formulae and graphs
PE I = Indoor O = Outdoor	Gymnastics (I) Tennis (O)	Gymnastics (I) Netball (O)	Dance (I) Football (O)	Dance (I) Tag Rugby (O)	Badminton (I) OAA (O)	Swimming (I) Athletics (O)
RE Big question: How important are the similarities and differences between and within religions?	How do people express their faith through the arts in Christianity?	What do people believe about life after death?	What similarities and differences do religions share?	What happened on the first Easter Sunday? What are the sources of the story?	What qualities are important to present day religious leaders?	How could we design a celebration that involved everyone, whether religious or not?
French	Week 1: French awareness week Following weeks: Norte ecole (Our school)	Notre Monde (The world around us)	Le passe et le present (Then and now)	Ici et la (Out and about)	Monter un café (Setting up a café)	Quoi de neuf? (What's in the news?)