

Year 6 Curriculum Overview 2024 – 25

	Autumn A (8)	Autumn B (7)	Spring A (6)	Spring B (6)	Summer A (5)	Summer B (7)
Texts						
Writing Purpose and Text Coverage	<p>To entertain:</p> <ul style="list-style-type: none"> Description (character & setting) Story Poetry <p>To inform:</p> <ul style="list-style-type: none"> Diary entries 		<ul style="list-style-type: none"> Letters Newspaper report Non-chronological report Instructions Explanation Biography 	<p>To persuade:</p> <ul style="list-style-type: none"> Letter Speech (including formal) Leaflet (advertisement) 		<p>To discuss:</p> <ul style="list-style-type: none"> Balanced argument Review Debate
<p>Writing purpose and text types</p> <p>English – SPaG linked to writing</p>	<p>To entertain: Character description 1 week</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Brackets for incidentals</p> <p>Similes</p> <p>To inform: Diary writing 1 week</p> <p>Adverbials</p> <p>To entertain: Story - 3 weeks</p> <p>Subordinate clauses</p> <p>Conjunctions</p> <p>Dialogue to convey action</p> <p>Inverted commas</p> <p>To inform: WW2 Non-Fiction report – 2 weeks</p> <p>Headings/ subheading</p>	<p>Parliament week –</p> <p>To persuade: Writing a persuasive letter</p> <p>Imperative and modal verbs</p> <p>Short sentences</p> <p>Hyperbole</p> <p>Rhetorical questions ?</p> <p>Street Child –</p> <p>To inform: Diary - Exploring emotive language when writing in role</p> <p>Apostrophes for contraction</p> <p>To entertain: Describe settings and build tension.</p> <p>Dashes to emphasise additional information</p>	<p>To entertain: Story</p> <p>Colons</p> <p>Inverted commas</p> <p>Dialogue to convey action</p> <p>To persuade: Creating a leaflet Amazon River cruise</p> <p>Imperative and modal verbs</p> <p>Short sentences</p> <p>Hyperbole</p> <p>Exclamatory sentences !</p> <p>To inform: Non-chronological report – Amazon</p> <p>Headings/ subheading</p> <p>Colons</p> <p>Bullet points</p> <p>Brackets or dashes to explain technical vocabulary</p>	<p>The Island–</p> <p>To inform: Newspaper report</p> <p>Passive voice</p> <p>Inverted commas</p> <p>To discuss: Debate/ Balanced argument – Should the foreigner be allowed to stay?</p> <p>Modal verbs</p> <p>Conjunctions</p> <p>Adverbials – On the other hand, consequently</p> <p>Semi-colon to mark related clauses</p> <p>Some argue...; others argue</p>	<p>Science</p> <p>To inform: Biography – Charles Darwin x1.5 weeks</p> <p>Headings/ subheading</p> <p>Colons</p> <p>Brackets or dashes to explain technical vocabulary</p> <p>Passive voice</p> <p>Francis on the Lake – To entertain: Suspense narrative x 1 week at end plus day</p> <p>Prepositions</p> <p>Ellipsis</p> <p>Hyphens</p> <p>Dashes</p> <p>Expanded noun phrases</p> <p>Relative clauses</p>	<p>To entertain: Leavers poetry</p> <p>Expanded noun phrases</p> <p>Alliteration</p> <p>Onomatopoeia</p> <p>Similes</p> <p>To discuss: Review –of Moorlands Primary School or the residential. Trip advisor.</p> <p>Expanded noun phrase</p> <p>Relative clause</p> <p>To persuade: Speech persuading Year 5 to go on the residential or persuade children to come to Moorlands.</p> <p>Adverbials to convey sense of clarity – Surely we can all agree...?</p> <p>Short sentences</p> <p>Subjunctive form</p>

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	Colons Brackets or dashes to explain technical vocabulary Bullet points			To inform: Explanation – evolution. Headings/ subheading Colons Brackets or dashes to explain technical vocabulary	Subordinate clauses	
English – Stand alone SPaG	Revise Y3/4/5 SPaG inc word classes	Pronouns, apostrophes, synonyms, expanded noun phrases, inverted commas, modal verbs, colons, semi-colons	Articles and determiners, embedded and relative clauses, prefixes and suffixes, present perfect, colons, semi-colons, subjunctive form, ellipsis, tenses.	Prepositions, conjunctions, adding suffixes and revision.	Revision.	
Maths	Numbers up to 10,000,000 Rounding numbers Negative Numbers Square and cube numbers Factors and multiples Addition and Subtraction Multiplication and division	Compare and order fractions Add and subtract fractions Equivalent fractions Solving problems with fractions Multiplying and dividing fractions. Finding fractions of amounts	Fractions, Decimals and percentages Ratio and proportion Algebra Converting units of measure	Statistics Area, Perimeter and volume Shape	Revision	Reasoning and problem solving
Science	Light	Electricity	Animals including humans	Evolution and inheritance		Living things and their habitats
Computing	Computing Systems and networks- Communication and Collaboration.	Creating Media-Web Page Creation	Programming A-Variables in Games	Data and Information- Introduction to Spreadsheets	Creating Media – 3D Modelling	Programming B – Sensing movement
History	World War II			What does the census tell us about our local area?		Who should feature on our £10 bank note?

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Geography			<i>The Amazon</i>		<i>Climate change</i>	
Religious Education	How do Sikhs symbolise their commitment?		How and why are Jewish festivals celebrated today?		What do Hindu people believe about God?	How do Buddhists lead a meaningful life?
Art	2D Drawing to 3D Making		Exploring Identity		<i>Brave Colour</i>	
DT		Making Alarm boxes		Food Tech – adapting spaghetti bolognese		Textiles – sewing
RSHE	Transition Healthy Eating Families and People who care for me First Aid	Rights and Responsibilities First Aid Caring Friendships Respectful Relationships	Transition Internet safety and harms Mental well-being Online relationships	Money matters Taking care of the environment Being safe	Drugs, alcohol and tobacco Health and prevention Physical health and fitness	Changing adolescent body Families and people who care for me Health and fitness Transition
Music	Keyboards		Singing	Singing	Singing	Keyboards Composition
French		This is me		My best day ever		Café culture
PE	Football Yoga Fitness	Dance Handball	Gymnastics Dodgeball	Badminton Basketball	Golf Volleyball	Athletics Rounders
VISITS	Royal Armouries – WW2 Workshop				Residential – Lake District	