



St Mary's Church of England Primary School

YEAR 6 CURRICULUM OVERVIEW

Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 1	Summer term 1	Summer term 2
Key Texts	<p>'Journey to the River Sea' - Eva Ibbotson</p> <p>'Lesser Spotted Animals' - Martin Brown</p> <p>'Not For Parents South America: Everything You Ever Wanted to Know' (Lonely Planet Kids)</p> <p>'The Explorer' - Katherine Rundell</p>	<p>'Goodnight Mr Tom' by Michelle Magorian</p> <p>Poems of the Great War: 1914 – 1918 from Penguin Modern Classics</p> <p>The Christmas Truce (Literacy Shed + Film Unit)</p> <p>'The Missing: The True Story of My Family in World War II' - Michael Rosen</p>	<p>'The Titanic Detective Agency' - Lindsay Littleton</p> <p>Ada's Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood and Sally Wern Comport</p>	<p>The Rain Player - David Wisniewski</p> <p>Middleworld- Jaguar Stones</p> <p>'The History Detective Investigates: Mayan Civilization' - Clare Hibbert</p>	<p>Floodland by Marcus Sedgwick (Orion)</p> <p>Fire, Bed and Bone - Henrietta Branford</p> <p>The Alchemist's letter (Literacy Shed + Film Unit)</p>	<p>The Adventures of Odysseus - Hugh Lupton, Daniel Morden and Christina Balit</p> <p>King Midas (Literacy Shed + Film Unit)</p>
English	<ul style="list-style-type: none"> Narrative Descriptive - Settings/character Diary Writing 	<ul style="list-style-type: none"> Narrative – Historical Fiction / Non Fiction Narrative - Flashback 	<ul style="list-style-type: none"> Narrative - Letter Writing Explanation Text Biographies - David 	<ul style="list-style-type: none"> Narrative Descriptive - Settings/character 	<ul style="list-style-type: none"> Narrative – Story writing (emotive) Persuasive Writing / Balanced Argument 	<ul style="list-style-type: none"> Narrative - Newspaper report Performance poetry / Playscript

	<ul style="list-style-type: none"> Non-Chronological Report (Amazon/Animal) 	<ul style="list-style-type: none"> Poetry (WW1 & 2 War) 	Attenborough / Greta Thunberg <ul style="list-style-type: none"> Persuasive Writing 	<ul style="list-style-type: none"> Narrative – Suspense / story writing Stories for other cultures Information Text 	<ul style="list-style-type: none"> Explanation Text 	
GPS	Grammar <ul style="list-style-type: none"> Word Classes Apostrophes for Possession / Omission Subject/Verb agreement Brackets, dashes and commas Hyphens 	Grammar <ul style="list-style-type: none"> Modal verbs Relative pronouns Passive and active voice Subject and object Subjunctive form Synonyms and antonyms Apostrophes for contraction 	Grammar <ul style="list-style-type: none"> Apostrophes for possession Phrases and clauses Tenses Relative clauses. Different sentence types Direct and reported speech 	Grammar <ul style="list-style-type: none"> Prepositions and pronouns adjectival phrases. Revision previous skills	Grammar Revision previous skills	Grammar <ul style="list-style-type: none"> Apostrophes Phrases and clauses Tenses Direct and reported speech
Maths	Place value (numbers to 10,000,000) Addition Subtraction Multiplication Division Fractions Geometry (position and direction)		Decimals Percentages Algebra Measurement (imperial and metric) Measurement (perimeter, area and volume) Ratio and proportion		Geometry (shape) Problem solving Statistics	
Science	Evolution and inheritance Building on what they learned about fossils in Year 3, children find out more about how living things have changed over time. They are introduced to the idea that characteristics are passed from parent to their offspring, but that they are not exactly the same. They should also appreciate that variation over time can	Classifying living things Children build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. The topic is divided into two units, Children first revisit their knowledge of classification and creating keys, before developing their knowledge by looking at fungi and bacteria. Children also look at the work of Carl Linnaeus, the scientist who first made important the function of	The Titanic Children engage in a different approach to their science in this topic. They use their science and link it to an historical event in context; the sinking of the Titanic. This topic is based around applying the working scientifically skills that they have learned so far in their science lessons, to explore some of the scientific concepts behind the Titanic, e.g. floating and sinking. It can be used as a good opportunity to	Healthy bodies In this topic children build on learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system). It considers life processes that are internal to the body, such as the circulatory system. The impact of lifestyle on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do	Electricity This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit, as well as considering the effect in more detail of changing components in a circuit. The children have the opportunity to apply their learning by creating an electronic game.	Light The topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and

	make animals more or less likely to survive in particular environments (adaptation). Children look at evolution and Charles' Darwin's theory of natural selection, as well as palaeontologist Mary Anning's work with fossils.	naming and classifying to 'identify' organisms.	embed, assess and observe working scientifically skills, as well as laying foundations for transition to KS3 science	change as more research is carried out.		rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.
History		The Impact of War Did WWI or WWII have the biggest impact on our locality?		The Maya Civilisation Why should we remember the Maya?		The Ancient Greeks What did the Greeks do for us?
Geography	South America – The Amazon What is life like in the Amazon?		Global Warming and Climate Change Are we damaging our world?		Our World in the Future How will our world look in the future?	
Art	Painting Explore South American Art-specifically Street art - Link to Banksy.	Charcoal/pastel work Finding out about WW1 artists.	Drawing / painting Hindu Art (Painted elephants) - Sketch/patterns/paint- Indian spices used to mix paint for background.		Textiles/collage Art project - Link to friends (TBC)	Drawing / painting Buddhist Art
DT		Sculpture Clay work - Poppies		Joining Maya architecture - Construct Maya huts		Sculpture Ancient Greek Mask - Modroc
Computing	Digital Literacy		Variables / Variables in games		Databases	
PE	Football Tag Rugby	Sports Hall Athletics Dance Profiling	Netball Handball Profiling	Gymnastics Health Related Fitness	Cricket Hockey	Athletics Rounders Profiling
Music	Explore music from South America https://www.allaroundthisworld.com/listen/latin-american-songs-for-kids/#.Ywc9I-zMJ-U	Music from WW1/WW2 - Consider its style and purpose.	Music linked to politics - campaigning https://academickids.com/encyclopedia/index.php/Music_and_politics	Traditional Mayan music - use instruments to recreate - tell a story with sound.	Explore songs about friendship	Celebration music The year 6 leavers revisit their favourite songs and prepare to perform a selection at their leaver's celebration.

		Listen / appreciate pieces composed during World War Two				
Spanish	Greetings revision	Time, Date Weather	Illnesses Body	Likes / Dislikes	Clothes Opposites	Stationery Items
PSHE	Being Me In My World 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	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships 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	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition to secondary school
RE	What does it mean to live 'a good life'?	What do the gospels say about the birth of Jesus? War and religion - How soldiers relied on their faith to give them courage.	Who did Jesus say 'I AM'? What do Christians believe about Heaven? What helps Hindus to worship?	Maundy Thursday: What is the significance of Jesus' new commandment? Easter: Adam, Eve, Christmas, and Easter: What are the connections?	What does the bible say about friendships and relationships?	What is the Buddhist way of life? What does the bible say about moving on?