## Curriculum Overview 2023-24

## Year 6

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Kaspar: Prince of Cats by Michael Morpurgo michael morputzo Kaspar | The Accrington PALs <br> by Mike Harding <br> With other songs and poems. | Goodnight Mr. Tom by Michelle Magorian | The Last Viking by Terry Deary | Francis Narrative Film | Rain Player by David Wisniewski $\square$ |


| $\begin{aligned} & \frac{\sqrt[5]{\underline{W}}}{\bar{O}} \\ & \frac{1}{5} \end{aligned}$ |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Focus | Diary entry, explanation texts Stories with time Hops, letter writing, newspapers. | Poetry Personal/impersonal writing. Instructional writing | Persuasive writing and Discussion texts. | SPAG Revision Non-chronological reports, Newspaper, $1^{\text {st }}$ person narrative | Kensuke's Kingdom. Figurative writing and the power of imagery, flashbacks, $3^{\text {rd }}$ person narrative. | Biographies and Autobiographies, instructions, letter writing |
|  | Spelling | Root words, plurals, double consonants, the 'ay' and ' f ' sounds, 'ough' spelling pattern | Prefixes, hyphenated spellings, homophones | Suffixes, silent letters, tricky words, unfamiliar words (words from different time/ dialect) | Soft/ hard 'c' sound, 'que' and 'gue' spelling patterns, ce/se (noun/verb) | Revision of all year 6 spelling patterns | Revision of all year 6 spelling patterns |
|  | SPAG | Verbs and adverbials, formal and informal, pronouns, types of nouns, commas, apostrophes, brackets, question/statement/ command | Hyphens, modal verbs and adverbs, active and passive, Subject, verb, object, synonyms and antonyms | Standard/ nonstandard English, dialogue, idioms, colons and semicolons, dashes, imperative verbs | Verb tenses (Progressive/ perfect/ simple), inverted commas, noun/verb correlation, phrases and clauses | Metaphors/ similes/ personification, synonyms and antonyms, subjunctive form, commas for clauses | Subject, verb, object, <br> Phrases and clauses, Verb tenses (Progressive/ perfect/ simple) |
|  | Oracy | Ongoing opportunities to develop children's skills in speaking and listening, including (but not limited to) debating, performance, drama and film-making. |  |  |  |  |  |


|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| $\begin{aligned} & \underline{n} \\ & \stackrel{y}{0} \\ & \sum \end{aligned}$ | Place value <br> Four operations (written and mental methods) | Four operations BIDMAS Fractions | Fractions, decimals, percentages Ratio | Measures and time <br> Area, perimeter and volume Geometry Coordinates | Data handling Algebra Shape | Investigations and problem solving |


|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Electricity <br> Can we vary the effects of electricity? | Animals including Humans <br> What would a journey through our body look like? | Evolution and Inheritance <br> Who or What were my ancestors? | Light <br> How do we see? | Sustainability and climate change How can I look after our environment? | Living Things and their Habitats What are the kingdoms of life? |


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| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Local Area Why are maps useful? | WWI <br> (Geography Focus) How was land used in WWI? | WWII <br> (History Focus) Why was evacuation important during WW11? | The Vikings Where the Vikings vicious or victorious? | Global Trade what role does Liverpool have in Global Trade? | Ancient Civilisations (The Ancient Maya) What can we learn from the Mayans? |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Creating Media Webpage Creation | Creating Media-3D Modelling | Programming A: Variables in Games. Create a video game. | Programming B: Sensing | Data and information Spreadsheets | Computing Systems and Networks |


|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Painting: Buildings (Keith Drury) | Modrock: <br> Henry Moore <br> Life in the trenches | Food Technology: Soup using WW2 rations | Textiles | SATs | Collage: <br> (Garcia Sisters of Belize) |
| $\sum_{\substack{u \\ \sim\\}}^{\substack{n}}$ | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Stories of Hinduism | What is a church? | What is the Qur'an and why is it important for Muslims? | How do people express their faith through the Arts? | Sikh Worship and Community | What happens when we die? |
| ㄹ | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Swimming Outdoor/adventure | Team sports: Tag Rugby | Dance WW2 | Gymnastics Counter balance and Counter Tension | Cricket | LSSP - Athletics |
|  |  |  |  |  |  |  |
| $\stackrel{\amalg}{\underline{T}}$ | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Jigsaw: <br> 'Being Me in My World' | Jigsaw: 'Celebrating Difference' | Jigsaw: <br> 'Dreams and Goals' | Jigsaw: 'Healthy Me' | Jigsaw: 'Relationships' | Jigsaw: <br> 'Changing Me' |

