



Year 6 Curriculum

2024-2025

Caring, Learning, Growing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	<p>Vehicle Text: Rose Blanch</p> <p>Writing Outcomes: Diary and Speech Writing</p>	<p>Vehicle Text: A Story like the Wind</p> <p>Writing Outcomes: Flashback Narrative and Newspaper Report</p>	<p>Vehicle Text: An Origin of Species</p> <p>Writing Outcomes: Discovery Narrative and Biographies</p>	<p>Vehicle Text: The Ways of the Wolf</p> <p>Writing Outcomes: Documentary Narrative Hunted Narrative Discussion Text</p>	<p>Vehicle Text: Shakleton's Journey</p> <p>Writing Outcomes: Endurance Narrative and Biography</p>	<p>Vehicle Text: Hansel and Gretel</p> <p>Writing Outcomes: Dual Narrative and Persuasive Letters</p>
English Reading	<p>Linked Theme: History- World War II</p> <p>Non-Fiction: 'Eye Witness World War II'</p> <p>Poetry 'Poems from the Second World War' Selected by Gaby Morgan</p> <p>Fiction: 'The Boy in the Striped Pyjamas' by John Boyne 'Fireweed' by Jill Walsh</p>	<p>Reading Breadth: Modern Fiction and Poetry</p> <p>Poetry 'New and Collected Poems for Children' by Carol Ann Duffy</p> <p>Fiction: 'Boy in the Tower' by Polly Ho-Yen 'Asha and the Spirit Bird' by Jasbinda Bilan</p>	<p>Linked Theme: Science- Evolution and Inheritance</p> <p>Non-Fiction: 'When Darwin Sailed the Sea' by David Long</p> <p>Poetry 'Dawin: A Life in Poems' by Ruth Padel</p> <p>Fiction: 'When the Whales Walked' by Dougal Dixon 'The Great Sea Dragon Discover' by Pippa Goodhart 'The Explorer' by Katherine Rundell</p>	<p>Reading Breadth: Literary Heritage, Poetry and Plays</p> <p>Poetry 'A Poem for Every Night of the Year' by Allie Esiri</p> <p>Fiction: 'The Wolves of Willoughby Chase' by Joan Aiken 'The Call of the Wild' by Jack London 'Black Beauty' by Anna Sewell</p>	<p>Reading Breadth: Traditional Tales and Poetry</p> <p>Non-Fiction: Poetry A range of song lyrics</p> <p>Grimm's Fairy Tales (Puffin Classics)</p> <p>'The Purple Lady from Blackberry Blue' by Jamila Gavin</p> <p>'The House with Chicken Legs' by Sophie Anderson</p>	<p>Linked Theme: Geography- Coasts</p> <p>Non-Fiction: 'Where on Earth: Coastlines' by Susie Brooks</p> <p>Online Resource: DK Find Out!</p> <p>Poetry 'Overheard in a Toweblock' by Joseph Coelho</p> <p>Fiction: 'The Island at the End of Everything' by Kiran Millwood Hargrave 'Orphans of the Tide' by Struan Murray</p>
Maths	Number: Place Value	Number: Fractions	Number: Ratio Algebra	Number: Fractions, Decimals and Percentages	Geometry: Shape	Themed Projects, Consolidation and Problem Solving

	Addition, Subtraction, Multiplication and Division	Measurement: Converting Units		Measurement: Area, Perimeter and Volume	Position and Direction	
Science	Living things and their habitats	Animals including humans	Evolution and inheritance	Statistics Light	Electricity	Transition
History	Britain in the Era of the Second World War Local History Study		The Maya			Ethiopia and Benin
Geography		Energy and Climate Change			Ethiopia	Local Geography Fieldwork Study
RE	Judaism: Are Rosh Hashanah and Yom Kippur important to Jewish children?	Christianity: How significant is it that Mary was Jesus' Mother?		Christianity: How do the events of Easter and Pentecost impact on Christians today?	Judaism: What is the best way for a Jew to show commitment to God?	Judaism: How are sacred teachings and stories interpreted by Jews today?
PE	Swimming Outdoor and Adventurous Problem Solving	Swimming Gymnastics	Small Sided Games <u>Handball</u> Gymnastics	Small Sided Games <u>Football</u> Revisit Skills based on Teacher Assessment	Small Sided Games <u>Netball</u> Revisit Skills based on Teacher Assessment	Small Sided Games <u>Strike and Field</u> Dance
Art		Drawing skills Architecture		Painting Landscapes		Printing Screen Printing
Design technology	Textiles Make Do and Mend		Cooking and Nutrition Burgers		Structures and Control Fairgrounds	

PSHE	<u>Being Me in My World</u> 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	<u>Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<u>Healthy Me</u> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<u>Relationships</u> 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	<u>Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Computing	Digital Literacy: 3D Modelling Online Safety: Privacy and Security and Online Relationships	Computer Science: Sensing Movement Online Safety: Online Bullying	Computer Science: Variables in Games Online Safety: Online Reputation	Online Safety: Health, Well-being and Lifestyle	Online Safety: Self-image and Identity	Digital Literacy: Webpage Creation Online Safety: Managing Information Online and Copyright Ownership
Spanish	Family members Jobs Further feelings At the doctors	Time School routine/subjects Christmas – cultural aspects	Places in town - describing locality Directions	Story-based: describing characters and events, eliciting information from longer text.	Food and drink (understanding prices – euros)	Food (understanding prices and calculating change – euros) Dialogue in café Completion of written transition booklet for transfer to secondary school
Music	Autumn Term Hey Mr Miller Listen to historical recordings of big band swing		Spring Term Dona nobis pacem		Summer Term Ame sau vala tara bal	

	<p>Shadows Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Touch the sky Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song Touch the sky .</p> <p>Composing for protest Create fragments of songs that can develop into fully fledged songs.</p>	<p>Listen to and identify music with a polyphonic texture</p> <p>You to me are everything Play drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Twinkle Variations Use <i>Twinkle, twinkle little star</i> as a composing tool, theme and variations form, passacaglia, improvisation.</p>	<p>Pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical</p> <p>Race create music to accompany a short film about a race, composing an extended melody and accompaniment. Motif, ostinato, beat.</p> <p>Exploring Identity through Song Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p>
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