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Year 6 Curriculum Overview 2024-2025

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|  | **Autumn** | **Spring** | **Summer** |
| **Core Subjects** |
| English | ***Writing:***Texts to be used as vehicles for writing outcomes: ***The Lighthouse*** (Narrative) ***Hansel and Gretel*** (Letter, diary extract (writing in role), dual narrative, enhanced instructions)***Reading:*** Our class novel will be **‘Letters from the Lighthouse’** from which we will be answering a range of VIPERS *(vocabulary, inference, prediction, explanation, retrieval and summary)* questions***Grammar, Spelling and Punctuation:***Continuous coverage / revision of all Key Stage 2 elements | ***Writing:***Texts to be used as vehicles for writing outcomes: ***Rose Blanche*** (diary extract, bravery speech award)***Frances***(extended narrative, newspaper report)***Reading:*** Our class novel will be **‘The Boy In The Striped Pyjamas** from which we will be answering a range of VIPERS *(vocabulary, inference, prediction, explanation, retrieval and summary)* questions***Grammar, Spelling and Punctuation:***Continuous coverage / revision of all Key Stage 2 elements | ***Writing:***Texts to be used as vehicles for writing outcomes: ***The Giant’s Necklace*** (diary extract, newspaper article, police report)***Mad Miss Marney*** *(*letter)***Odysseus*** (speech)***Reading:*** Our class novel will be **‘Odysseus’** from which we will be answering a range of VIPERS *(vocabulary, inference, prediction, explanation, retrieval and summary)* questions***Grammar, Spelling and Punctuation:***Continuous coverage / revision of all Key Stage 2 elements |
| Maths  | ***Place Value:***Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digitRound any whole number to a required degree of accuracyUse negative numbers in context, and calculate intervals across zeroSolve number and practical problems that involve all of the above (number and place value)***Four Operations:*** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplicationDivide number up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the contextDivide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate interpreting remainders according to the contextPerform mental calculations, including with mixed operations and large numbersUse knowledge of the order of operations to carry out calculations involving the four operationsIdentify common factors, common multiples and prime numbersSolve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and whySolve problems involving addition, subtraction, multiplication and divisionUse estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracyIdentify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal placesMultiply one- digit numbers with up to two decimal places by whole numbers***Fractions, Decimals and Percentages:***Use common factors to simplify fractions; use common multiples to express fractions in the same denominationCompare and order fractions, including fractions > 1Add and subtract fractions with a different denominators and mixed numbers, sing the concept of equivalent fractionsMultiply simple pairs of proper fractions, writing the answer in its simplest form for example, ¼ x ½ = 1/8Divide proper fractions by whole numbers for example, 1/3 ÷ 2 = 1/6Associate a fraction with division and calculate decimal fraction equivalents for example, 0.375 for a simple fraction, for example 3/8Use written division methods in cases where the answer has up to two decimal placesRecall and use equivalence between simple fraction, decimals and percentages, including in different contextsSolve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison | ***Ratio and Proportion:***Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division factsSolve problems involving the calculation involving similar shapes where the scale factor is known or can be foundSolve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparisonSolve problems involving unequal sharing and grouping using knowledge of fractions and multipleSolve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts***Measure:*** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metresUse, read, write and convert between standard units, using decimal notation to up to three decimal places.Converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa.Convert between miles and kilometresRecognise that shapes with the same areas can have different perimeters and vice versaRecognise when it is possible to use formulae for area and volume of shapesCalculate the area of parallelograms and trianglesCalculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].Solve problems involving similar shapes where the scale factor is known or can be foundSolve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriateUse simple formulaeGenerate and describe linear number sequencesExpress missing number problems algebraicallyFind pairs of numbers that satisfy an equation with two unknownsEnumerate possibilities of combinations of two variables | ***(Also covered in Spring)******Geometry:***Describe positions on the full coordinate grid (all four quadrants)Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.Draw 2D shapes using given dimensions and anglesRecognise, describe and build simple 3D shapes, including making netsCompare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygonsIllustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radiusRecognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.***Statistics:***Interpret and construct pie charts and line graphs and use these to solve problemsCalculate and interpret the mean as an average. |
| Science | ***Evolution & Inheritance:***Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution***Electricity:***Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram | ***Animals Including Humans -The Circulatory System***:Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans | ***Light***:Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them***Living Things and Their Habitats***:Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animalsGive reasons for classifying plants and animals based on specific characteristics |
| **Humanities** |
| Geography | Locational KnowledgePlace KnowledgeHuman and Physical Geography***Are We Damaging Our Earth?****We will be finding out about a range of environmental issues and discussing possible solutions to current problems.*  |  | Locational KnowledgePlace KnowledgeHuman and Physical GeographyGeographical skills and Fieldwork***Mapping Skills:****We will be using 6-digit references to locate places on a map and recognising and using a range OS symbols.*  |
| History | Local history study***WW2:****We will be finding out about important leaders, some key dates of events within WWII and how children were impacted.*  | Ancient Greece – a study of Greek life and achievements and their influence on the western world***Ancient Greece***: *We will be placing key periods of history on a timeline and learn about aspects of life within Ancient Greece.*  |  |
| **Wider Curriculum** |
| PE | ***Swimming:*** Planned and taught by Swim Liverpool. Children will aim to swim upto a minimum of 25m including using a range of strokes and learning about water safety***Basketball:***Dribble with control under pressureMove into and create spaceChoose when to pass and dribble Develop shooting techniquesApply rules and tactics while playing in game situations  | ***Fitness:***Develop awareness of what our bodies can doDevelop strength, speed and staminaDevelop co-ordination, balance and agility***Zone Games:***Use a variety of passesUse attacking and defending skillsCreate and move into space Select and apply appropriate skills to score goalsApply rules and principles in game situations  | ***Athletics:***Develop sprinting techniqueUnderstand pace and how to adapt depending on distance Develop power and control when jumping and throwingDevelop throwing with force and accuracy over distanceWork collaboratively in a team to measure and record effort***Striking & Fielding:***Use a variety of passesUse attacking and defending skillsCreate and move into space Select and apply appropriate skills to score goalsApply rules and principles in game situations |
| Religious Education  | ***What matters most to Christians and Humanists?***Explore the concepts of being naughty and being good in terms of actions, words and thoughtsBegin to understand that not all people are religious, that non-religious people can have codes for living that don’t refer to god, and that a person can be ‘good without god’Use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and badBuild up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama workThink about the Christian ideas of values such as love and forgiveness and continue to think about the idea that values show in what people do. Begin to understand that the impact of our values can make people happy – or unhappy*.*  | ***Is it better to express your religion in arts and architecture or in charity and generosity?***Express own thoughts and feelings about some special places Understand different reasons why some buildings are sacred Find out about some great examples of religious architecture Notice, list and explain similarities and differences between different sacred buildingsUnderstand why mosques matter to the Muslim community Find out about some great examples of Muslim architecture and present their reasons for choosing those they find most impressiveThink about how Christian beliefs and actions might suggest that God is concerned with justice. Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity? | ***What difference does it make to believe in Grace, Ahimsa or Ummah?***Consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad, and is part of the global Ummah, or community. Understand the life and significance of the Prophet Muhammad (pbuh) for the Muslim community / Ummah in Britain todayIdentify some of the values that Gandhi showed in his life Make links between Gandhi’s beliefs and the way he chose to live his life Describe the impact of some of Gandhi’s principles and show how his words can be used to address contemporary situationsDescribe what ‘sewa’ means and what some acts of sewa may be. Investigate and interpret how one charity is inspired by teachings related to sewa in Hinduism |
| PHSE | ***Dreams & Goals:***Personal Learning GoalsSteps to SuccessMy dream for the worldHelping to make a difference***Being Me in My World:***Being a Global CitizenConsequences | ***Celebrating Differences:***Am I normal?Understanding disabilityPower StrugglesBullying***Relationships:***Relationship websLove and lossPower and ControlBeing safe with technology | ***Healthy Me:***FoodDrugsAlcoholEmergency AidManaging Stress***Changing Me:***Self and body imagePubertyBabies – Conception and BirthTransition to secondary school |
| Computing | ***Edublocks- Introduction to Python:****Pupils will learn how block-based programming compares to written code. Pupils will be introduced to Python as a text-based method of programming*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output | ***HTML:****Pupils will learn how to design a multi-page informational website, considering the layout, user experience and key features including home page,* *links and images*Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | ***Social Media & Being Safe Online:****Pupils will learn about the purpose of social media and* *different aspects of social media and how to use it safely*Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| Art | ***Impressionism:****We will be looking at famous Impressionist painters and producing artwork in a similar style.* Use sketch books to record observations and use them to review and revisit ideas  Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history | ***Pottery:****We will be looking at examples of Ancient Greek pottery and creating our own in a similar design.* Use sketch books to record observations and use them to review and revisit ideas  Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history |  |
| DT |  |  | ***Textiles:****We will be designing and making our own drawstring bags.* Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designSelect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesInvestigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Music | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**Ukulele***We will be learning to play chords and read simple music notation.*  | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**Ukulele***We will be learning to play chords and read simple music notation.* | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**Ukulele***We will be learning to play chords and read simple music notation.* |
| Spanish | ***Self, family and friends******School Life*** | ***The world around us******Animals and Home Environment***  | ***Leisure*** ***Summer***  |