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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 digit  Round any whole number to a required degree of accuracy  Use negative numbers in context, and calculate intervals across zero  Solve 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 multiplication  Divide 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 context  Divide 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 context  Perform mental calculations, including with mixed operations and large numbers  Use knowledge of the order of operations to carry out calculations involving the four operations  Identify common factors, common multiples and prime numbers  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why  Solve problems involving addition, subtraction, multiplication and division  Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy  Identify 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 places  Multiply 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 denomination  Compare and order fractions, including fractions > 1  Add and subtract fractions with a different denominators and mixed numbers, sing the concept of equivalent fractions  Multiply simple pairs of proper fractions, writing the answer in its simplest form for example, ¼ x ½ = 1/8  Divide proper fractions by whole numbers for example, 1/3 ÷ 2 = 1/6  Associate a fraction with division and calculate decimal fraction equivalents for example, 0.375 for a simple fraction, for example 3/8  Use written division methods in cases where the answer has up to two decimal places  Recall and use equivalence between simple fraction, decimals and percentages, including in different contexts  Solve 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 facts  Solve problems involving the calculation involving similar shapes where the scale factor is known or can be found  Solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison  Solve problems involving unequal sharing and grouping using knowledge of fractions and multiple  Solve 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 metres  Use, 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 kilometres  Recognise that shapes with the same areas can have different perimeters and vice versa  Recognise when it is possible to use formulae for area and volume of shapes  Calculate the area of parallelograms and triangles  Calculate, 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 found  Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate  Use simple formulae  Generate and describe linear number sequences  Express missing number problems algebraically  Find pairs of numbers that satisfy an equation with two unknowns  Enumerate 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 angles  Recognise, describe and build simple 3D shapes, including making nets  Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons  Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius  Recognise 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 problems  Calculate 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 animals  Give reasons for classifying plants and animals based on specific characteristics |
| **Humanities** | | | |
| Geography | Locational Knowledge  Place Knowledge  Human 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 Knowledge  Place Knowledge  Human and Physical Geography  Geographical 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 pressure  Move into and create space  Choose when to pass and dribble  Develop shooting techniques  Apply rules and tactics while playing in game situations | ***Fitness:***  Develop awareness of what our bodies can do  Develop strength, speed and stamina  Develop co-ordination, balance and agility  ***Zone Games:***  Use a variety of passes  Use attacking and defending skills  Create and move into space  Select and apply appropriate skills to score goals  Apply rules and principles in game situations | ***Athletics:***  Develop sprinting technique  Understand pace and how to adapt depending on distance  Develop power and control when jumping and throwing  Develop throwing with force and accuracy over distance  Work collaboratively in a team to measure and record effort  ***Striking & Fielding:***  Use a variety of passes  Use attacking and defending skills  Create and move into space  Select and apply appropriate skills to score goals  Apply 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 thoughts  Begin 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 bad  Build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work  Think 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 buildings  Understand 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 impressive  Think 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 today  Identify 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 situations  Describe 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 Goals  Steps to Success  My dream for the world  Helping to make a difference  ***Being Me in My World:***  Being a Global Citizen  Consequences | ***Celebrating Differences:***  Am I normal?  Understanding disability  Power Struggles  Bullying  ***Relationships:***  Relationship webs  Love and loss  Power and Control  Being safe with technology | ***Healthy Me:***  Food  Drugs  Alcohol  Emergency Aid  Managing Stress  ***Changing Me:***  Self and body image  Puberty  Babies – Conception and Birth  Transition 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 design  Select 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 qualities  Investigate 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*** |