

Year 6 Curriculum Overview

Subject	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: <i>Skellig</i> by David Almond Writing : Writing internal monologues and personal narratives. Continuing the story with diary entries and formal non-fiction pieces. SPaG: • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • using commas to clarify meaning or avoid ambiguity in writing • using	Book: <i>The Arrival</i> by Shaun Tan Writing : Creating extended narratives and letters from the perspective of a refugee. Exploring themes of migration and identity. SPaG: - ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choosing the appropriate register • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility • use passive verbs to affect the	Book: <i>Wonder</i> by R.J. Palacio Writing : Composing a string of emails or texts from a character's perspective. Writing about themes of self-acceptance and friendship. SPaG: • use expanded noun phrases to convey complicated information concisely • use conjunctions, adverbs and prepositions to express time and cause • indicate possession by using possessive apostrophe with plural nouns • use modal verbs or adverbs to indicate degrees of possibility • use relative clauses beginning with 'who',	Book: <i>Tom's Midnight Garden</i> by Philippa Pearce Writing : Creating leaflets, advice sheets, and instructional writing. Composing the next part of the story in the author's style. SPaG: • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • use passive verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • use expanded noun phrases to convey	Book: <i>The Lost Magician</i> by Piers Torday Writing : Writing informational texts and persuasive pieces. Exploring themes of adventure, sacrifice, and resolution. SPaG: - use expanded noun phrases to convey complicated information concisely • use conjunctions, adverbs and prepositions to express time and cause • indicate possession by using possessive apostrophe with plural nouns • use modal verbs or adverbs to indicate degrees of possibility	Book: <i>Macbeth</i> by William Shakespeare Writing : Writing story openings, and persuasive speeches. Creating soliloquies, court statements, and/or closing arguments. Exploring themes of power, ambition, and psychological conflict. SPaG: • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Use of the passive to affect the presentation of information in a sentence • The difference between structures typical of

	hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses Reading: • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where	presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • use relative clauses beginning with who, which, where, when, whose, and that, or with an implied (i.e. omitted) relative pronoun • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Reading: discuss and evaluate author's intentions, consider the impact on the reader and ask questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives justify inferences with evidence • identify how language, structure and presentation contribute to meaning • make comparisons	'which', 'where', 'when', 'whose', 'that' or with an implied (i.e. omitted) relative pronoun • use commas to clarify meaning or avoid ambiguity in writing • use hyphens to avoid ambiguity • use brackets, dashes or commas to indicate parenthesis • use semi-colons, colons or dashes to mark boundaries between independent clauses • use and punctuate direct speech Reading: • speak audibly and fluently with an increasing command of Standard English • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books • discuss and evaluate how authors use	complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility • use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that', or with an implied (i.e. omitted) relative pronoun • indicate grammatical and other features by: – using commas to clarify meaning or avoid ambiguity in writing – using brackets, dashes or commas to indicate parenthesis – using semi-colons, colons or dashes to mark boundaries between independent clauses – using a colon to introduce a list – punctuating bullet points consistently Reading: • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books •	• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • use commas to clarify meaning or avoid ambiguity in writing • use hyphens to avoid ambiguity • use brackets, dashes or commas to indicate parenthesis • use semi-colons, colons or dashes to mark boundaries between independent clauses • use the perfect form of verbs to mark relationships of time and cause Reading: • speak audibly and fluently with an increasing command of standard English • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and	informal speech and structures appropriate for formal speech and writing • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Reading: • Increase familiarity with a wider range of books, including myths, legends and traditional stories, modern fiction from our literary heritage and books from other cultures and traditions • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Discuss and evaluate how authors use language, including figurative language, considering the
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	necessary • provide reasoned justifications for their views	within and across books • retrieve, record and present information from nonfiction • identify themes and conventions in and across a wide range of writing	language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • provide reasoned justifications for their views • identify main ideas drawn from more than one paragraph and summarise these	discuss words and phrases that capture the reader's interest and imagination • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and	across a wide range of writing • make comparisons within and across books • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • draw inferences such as inferring characters' motives from their actions, and justifying inferences with evidence • provide reasoned justifications for their views • identify main ideas drawn from more than one paragraph and summarising these	impact on the reader • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views Understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding •
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				others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views • understand what they read by: – checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context – asking questions to improve their understanding – drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence – predicting what might happen from details stated and implied – summarising the main		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
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				ideas drawn from more than one paragraph, identifying key details that support the main ideas – identifying how language, structure and presentation contribute to meaning		
Mathematics	Number and place value, addition and subtraction, properties of shapes, fractions	Decimals and percentages, algebra, position and direction, multiplication and division	Decimals, measurement (length), measurement (time), multiplication and division	Decimals, measurement (mass), fractions, ratio and proportion	Statistics, measurement (perimeter and area), Addition and subtraction, multiplication and division, algebra, properties of shapes	Decimals, measurement (volume and capacity), fractions, ratio and proportion, position and direction, statistics, fractions (decimals and percentages)
Science	Animals inc. Humans	Electricity	Evolution & Inheritance	Light	Living Things & their Habitats	Scientists & Inventors
Topic	Shang Dynasty	Ancient Benin	Early Islamic Civilisation	World War II & Raging Rivers	The Americas	Our Changing World & Trade & Economic Activities
Art/DT	Seaside	Global Foods	North American Art	Marvellous Structures	South and Central America	Seasonal Cooking
Computing	Online Safety	Spreadsheets	Kodu-Programming	Film Making	Scratch Animated Stories	Using and Applying Skills
PE	Gymnastics & Movement	Team Invasion Games	Striking & Fielding	Athletics	Dance	Outdoor Adventures

Arabic Language	Greetings and Introductions	Numbers and Counting	Colours and Shapes	Daily Activities and Routine	Family and Relationships	Common Objects and Places
RE/IS	IS- Aqeedah (Theology)	RE – Humanism	IS- Fiqh (Jurisprudence)	RE – Creation Stories	IS- Tarbiyah (Personal Development)	RE – Justice & Freedom
PSHE	Safety First	Think Positive	Very Important People (VIPs)	Respecting Rights	One World	Growing Up