



Year 6 Curriculum Overview

Below is a brief overview of the key areas covered as part of the Year 6 curriculum

	Autumn Term:1 The Victory of the Few	Autumn Term: 2 Battlefield Britain	Spring Term: 1 Incredible Incas	Spring Term:2 Where are your Andes?	Summer Term: 1	Summer Term: 2
English	<p>Non-fiction: Recounts Reports (Science and History) Biography</p> <p>Fiction: Narratives linked to class book.</p> <p>SPAG: nouns (all types), time connectives and adjectives</p> <p>Class book: The Machine Gunners</p>	<p>Non-fiction Reports (Local History) Newspaper reports</p> <p>Fiction: The Island unit of work Narratives linked to class books.</p> <p>SPAG: Passive voice, summarising of texts, direct and indirect speech</p> <p>Class Book: The Lion, the Witch and the Wardrobe; A Christmas Carol</p>	<p>Non-fiction Persuasive texts (Inca accounts of the Spanish conquistadors; estate agent reports) Discussion (Rainforests)</p> <p>Fiction: The Princess' Blankets units</p> <p>SPAG: Passive voice, parenthesis, clauses, phrases, types of sentences</p> <p>Class Book: The Wolves of Willoughby Chase</p>	<p>Non-fiction Discussion (Should mobiles be allowed in schools; is fair trade always fair?) Explanation (What is deforestation)</p> <p>Fiction: Poetry comprehension Poetry performance</p> <p>SPAG: Subject/object, active passive, colons/semi-colons</p> <p>Class Book: Mortal Engines</p>	<p>Non-fiction Focus on non-fiction reading comprehensions</p> <p>Fiction: Shakespeare (Macbeth)</p> <p>SPAG: Subjunctive forms, antonyms and synonyms, verb types and revision for SATs</p> <p>Class Book: The Midnight Fox</p>	<p>Non-fiction Instructions Reports Diaries</p> <p>Fiction: Wolves of Carrumpaw unit Narratives linked to class books. End-of-year performance</p> <p>SPAG: Preparation for High School (back-to-basics SPAG)</p> <p>Class Book: Moonfleet</p>
Handwriting	<p>Ascender and descender check; clear delineation of capital letters.</p>	<p>Introduce the pen licence system and neatness requirements for earning a pen.</p> <p>Ensure that key letters such as s, w, f are correctly sized.</p>	<p>Continue to pressure pupils into maintaining presentation and legibility while developing their own style.</p>	<p>Ensure pupils maintain presentational standards across all areas of the curriculum, ensuring their developing style is consistent</p>	<p>Understand there are different types of handwriting and begin to apply different styles to different texts (eg, using printing on maps)</p>	<p>Discuss with the pupils the importance of maintaining personal presentation at secondary school</p>
Spelling	<p>Suffixes including singular into plural rules; review statutory Year 5 words; verbs and the rules for how past tense verbs are created – ed/ied/yed; i before e rule</p>	<p>Suffix rules (cial and tial + exceptions; words ending in ant/ance/ence/ancy/ency/ent and the associated rules; homophones, homonyms and near homophones</p>	<p>Words ending in ible/able and ably/ibly and the associated rules</p> <p>Adding suffixes beginning with the vowel letters ending in –fer</p>	<p>Use of the hyphen; words containing the letter string ough Words with silent letters</p> <p>Root words and how prefixes are added to</p>	<p>Year 5/6 statutory words</p> <p>-cious and –tious words</p> <p>Understanding the history of words and the</p>	<p>Year review</p>

		Year 5/6 statutory words	Year 5/6 statutory words	them Year 5/6 statutory words	relationship between them and how they affect spelling	
Mathematics	Arithmetic, formal algorithms, place value work and problem solving	Percentages, decimals and fractions and problem solving	Properties of 2D Shapes, measuring and drawing 2D shapes and associated vocabulary; area and perimeter of rectangles, triangle and parallelograms; geometric laws	3D Shape, volume, Time problems, data handling, 4-coordinate graphs, line and bar graphs, ratio and algebra	Revision for SATs, reading scales and converting units, Roman numerals and reflection, rotation and translation	Practical maths, capacity, speed (Distance/time: practical maths), algebra, problem solving
Science	Light – The Speed of Light	Electricity – Bright Sparks	Categorising animals including humans - Inner Space (mammals, reptiles, insects etc with links to the rainforest)	Humans – circulatory system, respiratory system, digestive, skeletal and muscular.	Practical experiments and investigations – how to create and run a fair test	Inheritance and Evolution – Darwin’s dilemma
History	Key Turning Points in History – The Battle of Britain (World War 2)	The Bombing of Sherborne	Incredible Incas – Who were the Incas, what was their civilisation like, where was their empire and how did it react to European invasion		The History of the Thames and a comparison with the River Yeo	The Life of the Jurassic coast (Charmouth)
Geography	European geography, including how national borders change. Geography as a driver in war.	Local geography – ordnance survey maps, historical maps, six-figure grid references	South America physical and human geography with a focus on Brazil and its rainforests		River studies – life span of a river, measuring rivers and river flow	Coastlines – arches, stacks, how beaches are formed
Computing	Revise basic and advanced Word and Powerpoint skills	Revise basic and advanced Word and Powerpoint skills	Flexitree – Branching databases	Coding using Scratch	Microbits	Flowol 4
E-safety	Review previous learning on the power of the internet and the inherent dangers	Discuss specific dangers and how pupils can keep themselves online. Design posters centred around lists of dos and don’t	Cyberbullying – what is it and how can it be tackled and reported. Discuss the role of the bystander	Awareness of rights and responsibilities of all online users, especially when using social media	Create Powerpoints for younger pupils and become ambassadors to junior members of the school	Look at social media and internet use in the news and how they could learn from it
R.E	Christianity A: Reincarnation. Was Jesus the Messiah? B: Gospels. What would Jesus do?	Christianity A: Christmas Is the Christmas story true? B: Christmas How significant is it that Mary was Jesus’ mother?	Islam A: Hajj – Does completing Hajj make a person a better Muslim? B: Beliefs and practices – What is the best way for a Muslim to show	Christianity A: Easter – Did God intend for Jesus to be crucified and was Jesus aware of it? B: Easter – Is Christianity a strong religion 2000	Hinduism A: Prayer and Worship – What is the best way for a Hindu to show commitment to his God? Christianity	Christianity A: God – What does it mean as a Christian if God is Holy and loving? Hinduism B: Hindu beliefs – How

			commitment to God?	years after Jesus was on Earth?	B: Creation – Creation and science: conflicting or complimentary?	can Brahman be everywhere and everything?
Art/DT	Paint and Line art; explore poster art (WW2); create silhouettes of the Blitz. DT - Periscopes	DT – Moving Toys – investigate World War 2 toys and make a moving toy with a cam. Turner – collective art	Inca Masks – study Inca art forms, looking at Inca artefacts and then create masks using pattern, repetition and adornment	To create Inca-inspired pottery	Bridges from around the world Cooking and nutrition	Land Yachts Construction of props, costumes and backdrops for the end-of-year play
Music (Charanga)	I'll be there – Jackson 5	Classroom Jazz 2 – Bert Bacherach	A New Year Carol – Benjamin Britten	Happy - Pharrell Williams	You've Got a Friend – Carol King	Songs for the end-of-year play
P.E/ Games	Games - Tag Rugby PE - Gym	Games – Football/netball PE - Swimming	Games – Girls' Football/Boys' netball PE – Hockey/Basketball	Games – Football/netball (choice) PE – Hockey/Basketball	Games – Athletics PE - Rounders	Games – Tennis PE - Cricket
French		Enrichment				Enrichment
Jigsaw SMSC	Being Me in My World Spiritual: The Wonders of Creation (Harvest festival) Moral: Roles and responsibilities Social: Playground leadership and school council Cultural: Salvation	Celebrating difference Spiritual: Christmas Moral: The Good Samaritan, Inclusivity Social: Empathy and discrimination Cultural: Remembrance	Dreams and Goals Spiritual: Reflecting on different perspectives and other point of views (Martin Luther King, Malala Youseff) Moral: Fair Trade and the ethical and moral issues around it Social: Sports leaders and highlighting good examples of role models (examples of sacrifice) Cultural: Examples of violent and non-violent protest (Steve Manning – Inca actor – and Gandhi)	Healthy Me Spiritual: Sacrifice – Investigate times in which people sacrificed themselves for the good of others Moral: Cyber-bullying. Pupils develop ideas of right and wrong within the context of keeping themselves safe in today's world Social: Explore concepts of fairness and sacrifice in relation to the Easter story and Judas and Peter's example. Cultural: Develop pupils' understanding of the British democratic parliamentary system	Relationships Conflict resolution and peer mediation and being a good friend Spiritual: Comparing my faith with that of others and recognising that different people have different world views Moral: Debating competitions Social: What makes a good leader? Truthfulness, mutual respect and tolerance Cultural: St George's Day – a look at our nation's patron saint story and investigate its Christian messages. Compare and contrast modern Britain. Differences and similarities of living in	Changing Me Sex ed, puberty and human development Unit on transition to the High School – hopes and concerns about moving to a new school Spiritual: Spiritual health, happiness and self-esteem in the face of transition Moral: Explore and understanding of human free will and the values and attitudes needed to be successful at High School (perseverance, confidence and aspiration) Social: Being a supportive friend to others at High School (what happens if things go wrong?)

					Sherborne and London	Cultural: Tolerance and respect for different people and their different ways of life
Driver A: Resilience	Discuss the hard work of famers and the importance of looking after the world	Target setting/target getting. Set a target and achieve it	Target setting/target getting. Set a target and achieve it Use the Malala Usef and MLK stories to show how to keep going when things are difficult and being true to your beliefs	Knowing how to stand up for yourself and your friends when (cyber) bullying happens	Being truthful and being a good friend. Discuss SATs and the importance of always trying your best	Transition issues and ways to develop self-confidence
Driver B: Aspiration	Discuss setting high standards for behaviour and being a role model in Year 6. Invite in one person from the local community to discuss their job. Eg charity worker Local Politician	Invite in one person from the local community to discuss their job. Follow Jesus's example and being the best person that you can be	Invite in one person from the local community to discuss their job.	Invite in one person from the local community to discuss their job.	Invite in one person from the local community to discuss their job.	Invite in one person from the local community to discuss their job.
Driver C: Community	Playground leaders selected for the school community and school council members	Remembrance Day – joining in with local community and celebrating the event. Also, links to the Good Samaritan and community (everyone is my neighbour)	Fair trade and the ethical and moral issues around the subject	Invite in local councillor to discuss their role in the community	British Values – what makes a good citizen. Run school elections/class discussions about national issues	Being proud to be a member of Sherborne Abbey School and being thankful for friends Being good ambassadors for the school
Collective workshop	A: Thankfulness B: Creativity	A: Compassion B: Trust	A: Courage B: Perseverance	A: Forgiveness B: Hope	A: Friendship B: Truthfulness	A: Respect B: Responsibility
Enrichment	Dinosaurs	Dinosaurs	Books	Books	The Environment	The Environment

DRIVERS: