

Year 6 Curriculum Overview 2021-2022



	RE	English	Maths	Science	Topic	PE	Computing	French
Advent 1	<p><b>Topic 1 – Loving Writing opportunities</b> Letter writing Modern day story Comparison text</p> <p><b>Topic 2- Vocation &amp; Commitment Writing opportunities</b> Magazine article Information text Recount Letter writing</p>	<p><b>Week 1- baseline assessments</b></p> <p><b>Weeks 1-6 The Skelig</b></p> <ul style="list-style-type: none"> <li>Internal monologue – to explore Michael’s feelings</li> <li>Personal narrative – to describe and entertain</li> <li>Internal monologue – to explore Skellig’s feelings</li> <li>An extra excerpt for the story – to entertain</li> <li>Mina’s diary – to explore Mina’s feelings</li> <li>Michael’s diary – to explore the change in Michael’s feelings</li> <li>Final piece – Story – to entertain</li> <li>Formal piece of non-fiction writing – The children may also wish to write a one-sided or balanced argument on the topic of home school vs state school.</li> </ul> <p><b>Cross curricular links:</b></p> <ul style="list-style-type: none"> <li>SMSC – Relationships, change, loss</li> <li>Drama – Performance of scenes</li> </ul>	<p>White Rose Mastery –Investigations, Reasoning and Problem Solving tasks</p> <p><b>AUTUMN</b></p> <p><b>Unit 1: Numbers and the number system- 3 weeks</b></p> <p><b>Unit 2: Number - Four Operations</b></p> <p><b>Unit 3: Number - Fractions</b></p> <p><b>Unit 4: Geometry – Position and Direction</b></p>	<p>Animals including Humans- Biology</p> <p><b>Writing:</b> <b>Explanation- how the heart works</b> <b>Brochure- Healthy living</b></p>	<p>The Maya Civilization</p> <p>History Art D&amp;T</p> <p><b>Writing:</b> <b>First person recount - Write an account of the ritual from your point of view</b></p> <p><b>Information booklet – Find out about the different buildings in Chichen Itza, and write your own tourist information leaflet.</b></p> <p><b>write an report on the decline of the Mayan Civilisation.</b></p> <p><b>Write a balanced argument on why their theory is the correct theory for the decline of the Maya civilisation.</b></p> <p><b>Write a non chronological report about the Mayans focussing on the timeline, housing, society, religion etc</b></p>	<p>Basketball Football</p>	<p>E-Safety</p> <p>Spreadsheets (Excel/TEAMS)</p> <p>Discovery coding unit 6S Lessons 1-7</p>	<p><b>Let’s visit a French Town:</b> Who lives where? Maths. Ordinal Numbers</p>
Advent 2	<p><b>Other Faiths – Judaism Writing opportunities</b> Diary writing</p> <p><b>Topic 3 – Expectations Writing opportunities</b> Poetry Persuasive text Diary Write a guide - explanation</p>	<p><b>Weeks 7-12 The Lost Magician</b></p> <ul style="list-style-type: none"> <li>Writing Outcome 1 Informational text, to inform</li> <li>Writing Outcome 2 (session 2) – Letter or advice sheet to refugee/ evacuee, to inform</li> <li>Writing Outcome 3 (session 7) – Persuasive text to convince a nonreader to read, to persuade</li> <li>Writing Outcome 4 (session 9) – Story in style of Torday (story continuation), to entertain</li> <li>Writing Outcome 5 (session 10) – Internal monologue/diary from character’s POV, to recount</li> <li>Writing Outcome 6 (sessions 16–17) – Balanced argument (Reads vs Unreads), to discuss</li> <li>Writing Outcome 7 (sessions 19–20) – Story in style of Torday (story continuation), to entertain</li> <li>Writing Outcome 8 (session 22) – Story in style of Torday (story continuation – how do they think Rodrick’s story ends?, to entertain</li> <li>Writing Outcome 9 (session 23) – Story in style of Torday (story continuation – what will happen next with Larry? Simon?), to entertain</li> <li>Final piece (sessions 26–30) – Write a story from Nicholas Crowne’s POV or write their own story paying homage to their favourite book (like Torday), to entertain</li> </ul>		<p>Electricity-Physics</p> <p><b>Writing:</b> <b>Conclusions and planning their own investigations</b></p>	<p>Mexico</p> <p>Geography Art D&amp;T</p> <p><b>Writing:</b> <b>Report writing – land use and agriculture in Mexico</b></p> <p><b>Balanced Argument- life in the city verses village life</b></p> <p><b>Tourist information booklet</b></p>	<p>Multi-skills</p> <p>Yoga</p> <p>Tennis</p> <p><b>Writing:</b> <b>Explanation- how the heart works</b> <b>Brochure- Healthy living</b></p>		<p><b>PSHE</b></p> <p>TBC</p>
Lent 1	<p><b>Topic 1 – Sources Writing opportunities</b> Write an inspiration passage Letter writing Explanation text Write a presentation</p> <p><b>Topic 2 - Unity Writing opportunities</b> Write a guide Letter writing Writing a programme – information text</p>	<p><b>Weeks 1-6- The Arrival</b></p> <ul style="list-style-type: none"> <li>A farewell letter (session 5) – from the father to his daughter – to inform and reassure</li> <li>Journal entries (sessions 7, 11 and 14) – A series of journal entries documenting a journey to a new place, and exploring a character’s feelings</li> <li>A narrative (sessions 21–24) – An extended narrative based on a character in the book – to entertain</li> <li>A letter from the father to his family (sessions 27–29) – A letter of guidance/instruction from the father to his family – to inform and advise</li> </ul>	<p><b>SPRING</b></p> <p><b>Unit 1: Number – Decimals</b></p> <p><b>Unit 2: Number – Percentages</b></p> <p><b>Unit 3: Number – Algebra</b></p> <p><b>Unit 4: Measurement – Converting Units</b></p> <p><b>Unit 5: Measurement – Perimeter, Area and Volume</b></p>	<p>Light-</p> <p><b>Writing:</b> <b>Instructions</b> <b>Poetry to describe how light works</b></p>	<p><b>Kings and Queens of England</b></p> <p>History Art D&amp;T</p> <p><b>Writing:</b></p>	<p>Multi skills Tennis</p> <p><b>Writing:</b> Sporting Biographies</p>	<p>E-Safety</p> <p>Discovery coding unit 6A- move complex variables</p> <p>E-safety</p> <p>Barefoot Computing-logical reasoning unplugged activity Animated poem Decomposition Making a game project</p>	<p>This is France</p> <p>All colours and numbers 1-1000</p>
Lent 2	<p><b>Topic 3 – Death and New Life Writing opportunities</b> Diary Leaflet</p>	<p><b>Weeks 7-12 Wonder</b></p> <ul style="list-style-type: none"> <li>Personal narrative about a big move (session 3) – To entertain</li> </ul>	<p><b>Unit 6: Number – Ratio</b></p> <p><b>Consolidation</b></p>	<p><b>Living things and their habitats- biology</b></p> <p><b>Writing:</b> <b>Biography of a Taxonomist</b></p>	<p><b>Mountains, Earthquakes and Volcanoes</b></p> <p>Geography Art</p>	<p>Multi-skills</p> <p>Yoga</p>		



	<p><b>Newspaper article</b> <b>Explanation guide</b></p>	<ul style="list-style-type: none"> <li>• Diary entries (sessions 4 and 6) – To reflect</li> <li>• Continuations of the story (sessions 10, 15, 16) – To entertain</li> <li>• Non-fiction piece on friend qualities (session 12) – To explain</li> <li>• Internal monologues (sessions 14, 19, 23, 24) – To reflect</li> <li>• Apology letter (session 20) – To explain</li> <li>• Email/text string (session 21) – To reflect/to inform/to entertain (depending on the topic of the messages)</li> <li>• A story from Julian’s POV (sessions 26–30) – To entertain</li> </ul>			<p><b>D&amp;T</b></p> <p><b>Writing:</b></p>	<p>Writing: Sporting Biographies</p>		
Pentecost 1	<p><b>Topic 1 – Witnesses</b> <b>Writing opportunities</b> Eye witness account Newspaper article Diary writing Report writing Playscript</p> <p><b>Topic 2 – Healing</b> <b>Writing opportunities</b> Diary Newspaper report Booklet Recount Guide ‘Anointing the sick’ Explanation text</p>	<p><b>SATs revision 2 weeks</b></p> <p><b>Weeks 3-8 Tom’s Midnight Garden</b> Internal monologue as Tom (Session 5) – to reflect and evaluate</p> <ul style="list-style-type: none"> <li>• Free written letter from Tom to Peter (Sessions 8–9) – to inform, explain and entertain</li> <li>• The next part of the story in the style of the writer (Session 10) – to entertain</li> <li>• A description (Session 12) – to entertain and create a visual</li> <li>• Write as Hatty (Sessions 16–17, 28, 31) – to explore feelings and develop character understanding</li> <li>• Write in the style of the story (Sessions 21–22) – to entertain</li> <li>• A leaflet, advice sheet or instructions (Sessions 24–25) – to inform, advise or persuade young late Victorian women</li> <li>• The next part of the story (Sessions 34–55) – to entertain</li> </ul>	<p><u>SUMMER</u></p> <p>Unit 1: Statistics</p> <p>Unit 2: Geometry – Properties of Shape</p> <p>Consolidation and Themed Projects</p>	<p><b>Evolution and inheritance-biology</b></p> <p><b>Writing:</b> <b>Comparative writing between Charles Darwin and Alfred Wallace</b></p>	<p><b>The Industrial Revolution</b></p> <p>History, Art D&amp;T.</p> <p><b>Writing:</b></p>	<p>Athletics Cricket/ Rounders</p>	<p>E-safety</p> <p>Discovery Coding unit 6B- Object properties</p>	<p>All in a day</p> <p>All colours and numbers 1-1000</p>
Pentecost 2	<p><b>Other Faith – choose one from Islam, Hinduism or Sikhism</b> <b>Writing opportunities</b> Diary writing Guide book Poetry</p> <p><b>Topic 3 – Common Good</b> <b>Writing opportunities</b> Information text Magazine article Persuasive letter School prospectus Reflection Modern day Beatitudes – way of living</p>	<p>LA KS2 Scheme of work- Time travel</p> <ul style="list-style-type: none"> <li>• Narrative – a short story about a new world</li> <li>• Diary of the time traveller</li> <li>• Instructions on how to operate a time machine</li> <li>• Balanced argument on the nature of time travel</li> <li>• A profile of a famous scientist</li> <li>• Newspaper report about time travel</li> <li>• Travel brochure for a new world</li> <li>• Letter of complaint to a space travel company</li> </ul>		<p><b>Evolution and inheritance-biology</b></p> <p><b>Writing:</b> <b>Comparative writing between Charles Darwin and Alfred Wallace-</b></p>	<p><b>Man’s Impact on the Environment</b></p> <p>Geography Art, D&amp;T.</p> <p><b>Writing:</b></p>	<p>Dance Rugby</p> <p>Writing: Sports Day Recounts/instructional text?</p>	<p>E-Safety</p> <p>J2 code</p> <p>Lego- we do</p>	
Other Long Term Plans	<p><b>All topics within RE provide the opportunity to write prayers and litany’s</b></p>	<p>Separate planning for Comprehension, Spelling, Guided Reading and Handwriting.</p>		<p>Separate long-term plan for PSHE/SMSC/ Safeguarding Topics &amp; Themes.</p>				