



Year 6 Curriculum Overview 2023-24



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Stand Alone Topics	
Lancs Foundation Subjects	Survival Driver - Science		Heroes & Villains Drivers- Science	Super Sleuth History		Super Sleuth (continued) Drivers-Science		
Stand alone		War & Conflict in Britain <i>Driver History</i>	Mountains & Volcanoes Driver Geog		The Victorians <i>Drivers- History</i>	Our Changing World Coast and Rivers <i>Driver Geography</i>		
Science	Evolution and Inheritance, Darwin	Light & Shadow	Health Heroes – Louis Pasteur Circulatory System Drugs & Alcohol		Electricity	Super Sleuth Classification		
History		War and Conflict in Britain link with London		Anglo Saxons, Vikings & Normans (revisit)	The Victorians			
Geography	Russia and the Wider World	<i>London (optional)</i>	Mountains (& revisit Volcanoes)			Coasts and Rivers (seaside issues)		
Art/DT	Art – Drawing & Painting	DT Textiles	DT – Food -Eatwell Plate, creating a meal	Art Building & Perspective (London inspired)	Art- Mixed Media	DT – Structures -Fairground		
Literacy	Texts: <u>Dear Earth</u> Genre: Letter <u>Nevermoor</u> Genre: Newspaper Report, Informal Letter <u>Letters from the Lighthouse</u> Genre of writing: Short Story <u>Rose Blanche</u> Genre of writing: Diary Entries <u>Y6 CLASS POEM Dulce and decorum est</u> Genre of writing: Descriptive Writing		Texts: <u>Pig Heart Boy</u> Genre: Diary Entry <u>A Story Like the Wind</u> Genre: Narrative, Newspaper report <u>Hansel and Gretel</u> Genre: Short Stories- Narrative <u>Romeo and Juliet</u> Genre: Informal letters		Texts: <u>Rooftoppers</u> Genre of writing: NF – Persuasive letters <u>The Arrival</u> Genre: Refugee Poetry <u>Adrian Mole</u> Genre: Diary Extracts <u>The Ways of the Wolf (Revision Unit)</u> Genre: NF- Information text			
SPAG	Revisit: Word classes Determiners Adverbials Main and subordinate clauses Using a range of conjunctions e.g. coordinating/subordinating Year 6 Content: Use a thesaurus. Using expanded noun phrases to convey complicated information concisely		Revisit: Antonyms/synonyms Homophones Apostrophes for omission and possession Year 6 Content: Use a thesaurus. Use the perfect form of verbs to mark relationships of time and cause Expanded noun phrases Active and passive Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,		Use a thesaurus. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials Active and passive The difference between formal and informal language Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis			



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	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials]</p> <p>Direct speech/reported speech</p> <p>Use commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>		<p>grammatical connections [for example, the use of adverbials]</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Use commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p><u>Revise all of KS2 SPAG for SATs Preparation</u></p>		<p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>		
Maths <i>Power Maths & White Rose</i>	Place Value Addition & Subtraction Multiplication & Division	Fractions Position and Direction	Decimals Percentages Algebra	Measurement Ratio	Properties of shape Problem Solving Statistics	Post sats Project Work	
Music <i>Charanga</i>	Michaelmas	Michealmas	A New Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay	
Spanish	Phonics lesson 2 Mi clase (The classroom)	Desayuno en el café (at the café)	Mi casa (My home)	Ricitos de oro y los tres osos (Goldilocks)	La ropa (clothes)	Las Olimpiadas (The Olympics)	
			<i>Shakespeare</i>				