



St. William's Catholic Primary School
Year 6 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Survival!	Britten's Got Talent?	Heroes and Villains	Super Sleuth	Oh! I Do Like To Be Beside The Seaside	
Mathematics	Number-Place Value	Number-Addition, Subtraction, Multiplication and Division Fractions	Number - Decimals Number - Percentages Measurement	Number-Algebra Number-Ratio Geometry and Statistics	Geometry - Properties of Shapes Geometry - Position and Direction	Post SATs Project Work
English	Novel as a theme Biography	Classic fiction Poetry Persuasion	Older literature Information text hybrid	Detective / crime fiction Explanations	Short stories with flashbacks Novel as a theme Classic narrative poetry	Recount: autobiography Debates / discussion Poems on a theme



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<p>Grammar and Punctuation</p>	<p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken.</i></p> <p>Use active and passive voice to achieve intended effects</p> <p>Manipulate sentences to create particular effects.</p> <p>Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then.</i></p>	<p>Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></p> <p>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></p> <p>Use devices to build cohesion between paragraphs in persuasive texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p>	<p>Manipulate sentences to create particular effects.</p> <p>Use ellipsis to link ideas between paragraphs.</p> <p>Investigate and collect a range of synonyms and antonyms e.g. heroic, bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek.</p> <p>Identify and use colons to introduce a list.</p> <p>Punctuate bullet points consistently.</p>	<p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></p> <p>Use devices to build cohesion between paragraphs in explanatory texts e.g. <i>similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p> <p>Identify and use colons to introduce a list.</p>	<p>Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></p> <p>Use devices to build cohesion between paragraphs in persuasive and discursive texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p> <p>Investigate and collect a range of synonyms and antonyms e.g. bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial.</p>	<p>Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark.</i></p> <p>Manipulate sentences to create particular effects.</p>
<p>Spelling</p>	<p>Revision from previous years 1</p> <p>Revision from previous years 2</p> <p>Words ending in 'cious'</p> <p>Words ending in 'tious'</p> <p>Recommended words list 1</p>	<p>Words ending in 'tial'</p> <p>Homophones 1</p> <p>Words ending in 'able'</p> <p>Words ending in 'able' 2</p> <p>Revision</p>	<p>Homophones 2</p> <p>Recommended words 2</p> <p>Recommended words 2</p> <p>Homophones 3</p> <p>Adding 'ed' as /d/ to words with short vowels ending in 'b', 'g', 'm' or 'n'</p>	<p>Adding 'ed' as /d/ to words ending in 'er'</p> <p>Adding 'ed' as /t/ to words ending in 'p'</p> <p>Adding 'ed' as /t/ to words ending in 'sh' and 'ch'</p> <p>Adding 'ed' as /ed/ to words with with a short vowel ending in 'd' or 't'</p> <p>Adding 'ed' as /ed/ to words ending in 'art', 'ert', 'irt', 'ort' or 'urt'</p>	<p>Recommended words 3</p> <p>Unstressed vowels 1</p> <p>Homophones 4</p> <p>Unstressed vowels 2</p> <p>Words ending in 'y' change to 'ies' and 'ied'</p>	<p>Recommended words 4</p> <p>Recommended words 4</p> <p>Recommended words 5</p> <p>Recommended words 6</p> <p>Recommended words 7</p>



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Science (Life cycles throughout)	Evolution and inheritance - adaptation, survival of the fittest, reproduction and	Light - exploring the way light behaves including light sources, reflection, shadows	Famous scientists and their contributions to the world	Classification including subdivisions for vertebrates and invertebrates	Electricity
History				Viking and Anglo-Saxon struggle for the Kingdom of	Aspect of British history beyond 1066 - leisure and entertainment
Geography	World's countries and key features -				Human geography, land use, economic activity, OS mapwork
Art	Drawing and painting developed into digital art; developing	Painting inspired by music			Drawing and painting developed into collage / batik / felt making
DT			Food - chefs, food heroes, designing a healthy menu/eatwell plate		Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control
Music	Livin' on a Prayer: The History of Rock Music	Classroom Jazz 2: Musical History and instrumentation	Britten-A New Carol: Contemporary Classical Music	Happy. Popular Music	You've Got a Friend: Developing music making together Reflect: Song Share and celebration of musical discoveries
ICT Computing	IT / DL - digital research	IT - multimedia	CS - computational thinking	IT / CS / DL - digital research, communication and collaboration / networking	CS - programming / computational thinking / hardware



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<p>P.S.H.E</p>	<p><u>Health and Wellbeing</u> Healthy Lifestyles Five ways to Wellbeing project <u>Keeping Safe</u> It's a puzzle Rat Park What sort of drug is...? Think before you click! What's the risk?</p>	<p><u>Health and Wellbeing</u> Drugs: it's the law! Alcohol: what is normal? Joe's story Traffic lights <u>Growing and Changing</u> Is this normal? This will be your life Helpful or unhelpful?</p>	<p><u>Healthy Relationships</u> Solve the problem Working together Let's negotiate Behave yourself</p>	<p><u>Feelings and Emotions</u> Dear Ash Dan's diary <u>Valuing differences</u> Advertising friendships! Respecting differences OK to be different</p>	<p><u>Wider World</u> <u>Rules, Rights and Responsibilities</u> Captain Coram 1 Captain Coram 2 Captain Coram 3 Captain Coram 4</p>	<p>Captain Coram 5 Captain Coram 6 <u>Caring for the Environment</u> Project pitch (parts 1 & 2) Community art Action stations! Happy shoppers <u>Money</u> What's it worth?</p>
<p>Come and See</p>	<p><u>Loving</u> Focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups. <u>Vocation and Commitment</u> Focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God's life and friendship</p>	<p><u>Vocation and Commitment</u> Cont ... <u>Expectations</u> Focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.</p>	<p><u>Sources</u> Focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration. <u>Unity</u> Focuses on the invitation to know Jesus, to live in communion with him and with one another.</p>	<p><u>Unity</u> Cont ... <u>Death and New Life</u> Focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christian's to follow Jesus' example of self-giving.</p>	<p><u>Witnesses</u> Focuses on the on-going mission of Jesus Christ in the church through the power of the Holy Spirit. <u>Healing</u> Focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation through the Sacrament.</p>	<p><u>Common Good</u> Focuses on the same love revealed in the diversity of the world and its people and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people. <u>Sikhism</u></p>
<p>French</p>	<p>Unit 1 - Countries</p>		<p>Unit 2 - Landscapes</p>		<p>Unit 3 + 4 - Hobbies and Leisure</p>	



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PE	Baseline challenges Competitive Games	Apply and develop a broad range of skills whilst competing with others	Communicate, collaborate and compete with elements of attacking and defending	Communicate, collaborate and compete with elements of attacking and defending	Perform dances using a range of movement patterns.	Baseline Challenges and Gymnastics (Flexibility, strength, technique, control, balances in gymnastics type activities)
Ongoing	<u>PE</u> Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.			<u>E-Safety</u> Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely,	<u>English</u> Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.	