YEAR 6 CURRICULUM OVERVIEW

	Autumn Term 1 *WW2* 	**Autumn Term 2** *Wolves* 	**Spring Term 1** *Planet Earth* 	**Spring Term 2**  *Explorers*	**Summer Term 1** *Vikings* 	**Summer Term 2**  *Industrial Revolution*
Writing	We will use an approach that focuses on the foundations of writing - grammar and punctuation - to ensure all children have the building blocks of being a successful writer focusing on sentence structure and punctuation. **Text type: Narrative (Suspense)** **Context: RAF Dogfight** Children to write a story about a RAF dogfight during the Battle of Britain and a battle scene in Europe. **Fiction**	**Text Type: Narrative Description** **Context: Werewolf Transformation** Children to write a descriptions of transformations including werewolves. **Fiction** **Text type: Non-chronological report** **Context: Wolves** Children to showcase their learning through creating information pages on a range of creatures. **Non-Fiction**	**Text type: Non-chronological report** **Context: Animals** Children to write information pages on both endangered animals of the Arctic. **Non-fiction** **Text type: Explanation Text** **Context: How a python eats a springbok** Children to write an explanation, describing the process of a mighty python devouring a springbok **Non-fiction**	**Text Type: Narrative (Suspense)** **Context: Diving in to the Abyss** Children to write a suspense narrative about encountering a sea monster while on a mission into the Abyss. **Fiction** **Text Types: Informal Persuasive Writing** **Context: Advert for a new hotel in the Abyss** Children to write a promotional advert about a new hotel in the underwater Abyss. **Non-Fiction** **Text type: Explanation Text** **Context: Miptor Guide** Children to write an explanation leaflet on how to look after a pet 'miptor'.	**Text type: Informal Non-chronological report** **Context: Mythical Creature** Children to write an imagined information report on their house creature. **Non-fiction** **Text Type: Narrative (Description)** **Context: The Clocktower** Children to create a contrasting description based on the short animation 'The Clocktower'. **Fiction** **Text Type: Narrative** **Context: Voices in the Park** Children to retell the story from one character's point of view, focusing on using	**Text Type: Narrative** **Context: Rock, Paper, Scissors** Children to write a narrative to tell the story of the animation. **Fiction** **Text Type: Script** **Context: Leaver's Assembly** Children will review their last year at school and write it up as an engaging script to be read during leaver's assembly **Text Type: Narrative** **Context: Picture book / video animation** Across the school, we use a shared stimulus as a basis for our writing: a chance to show off our skills learnt throughout the year.

				Non-fiction	dialogue to convey character. **Fiction**	
Reading	**Text: War Horse** **Text Type: Fiction** Tying in to our topic on WW2, we read one of Michael Morpurgo's most engaging books about the realities of war.	**Text: White Fang** **Text Type: Fiction** A classic text that tells the story of a wolf and man that become friends. **Text: Non-fiction** We study a range of non-fiction texts that are based around wolves and whether they deserve their reputation as fierce predators. **Text: The Jungle Book** **Text Type: Fiction** We study Rudyard Kipling's classic – in particular, the part where the wolf pack encounters baby Mowgli.	**Text: Floodland** **Text type: Fiction** We focus in depth on essential reading skills through studying the dystopian novel where parts of England have been flooded by water due to rising sea levels.	**Text: Revision** **Text type: Fiction and Non-fiction** We look at past papers to build confidence with answering test questions.	**Text: How to train your dragon** **Text Type: Fiction** Novel based around a Viking warrior and his attempt to train a dragon.	**Text: Street Child** **Text Type: Fiction** Novel based around the life of Jim Jarvis – an orphan in London during the time of the industrial revolution.
Maths	**Place Value** Children will revisit the place value of numbers to 1,000,000 before developing their understanding of numbers to 10,000,000. This includes reading and writing numbers; placing them on a number line; comparing, ordering and rounding any integer; exploring the power of 10. Children will build on their learning of negative numbers in Year 5 by considering them in real-life contexts, such as temperature. **Addition, Subtraction, Multiplication and Division**		**Ratio** Children will explore where the relationship between two numbers can be expressed additively or multiplicatively. They will be introduced to the ratio symbol and the language of ratio. They explore the similarities and differences of ratio and fractions. They will apply their understanding of ratio to scale drawing. Children will use scale factors to enlarge shapes and describe enlargements and identify similar shapes. They will solve ratio and proportion problems, including those where recipes need scaling up or down.		**Shape** Children will measure, classify and calculate angles. They will learn that vertically opposite angles are equal and use this knowledge to find missing angles. Children will develop an understanding of the angles in a triangle, quadrilateral and polygons and how to calculate them. They will explore the parts of a circle and the relationship between the radius and diameter. They will draw shapes accurately and identity 3-D shapes from their net. **Geometry**	

	Children will use the column method to add and subtract with any number of integers. They will revise common factor and common multiples and explore the rules of divisibility. They will be able to identify all prime numbers less than 100 and square and cube numbers are also revised. They will consolidate their ability to multiply a 4-digit number by a 2-digit number and use this skill to solve multiplication problems. Children will revise short division. They will then explore dividing by a 2-digit number by repeated division with factors before being introduced to long division. Once secure, they will look at long division with remainders, including context questions where they need to interpret the remainder. Children will use their knowledge of the four operations to solve multi-step problems. They will learn to consider the order of operations, mental strategies and estimation. They will work out other facts from a given fact using their knowledge of place value, inverse operations, commutativity and the mental strategies. **Fractions** Children will build on prior knowledge of equivalent fractions to recognise when fractions are, and are not, in their simplest form. They will count and order equivalent fractions on a number line. They will use their knowledge of multiple and common multiple to order and compare fractions. Children will learn to add and subtract any two fractions as well as mixed numbers. They will learn to multiple and divide fractions by an integer and multiply a fraction by another fraction. They will solve multi-step fraction problems. Children will solve problems finding a fraction of an amount as well as finding the whole. **Converting Units** Children will explore metric measures in more depth, including convert units and calculating	**Algebra** Children will be introduced to algebra through function machines. They will then learn to form expression and how to substation letters for numbers. They will explore formulae, form equations and solve 1 and 2-step equations. They will move on to find pairs or values and solve problems with two unknowns. **Decimals** In this block, children apply their knowledge to decimals with up to 3 decimal places. This includes understanding the place value of each digit; rounding to the nearest integer, tenth or hundredth; adding, subtracting, multiplying and dividing any decimal number; multiplying and dividing in context and multiplying and dividing by 10, 100 and 1,000. **Fractions, Decimals and Percentages** Children will develop their understanding of the relationship between fractions, decimals and percentages. This includes finding equivalents and ordering. Children will explore percentages in more depth, learning how to calculate a percentage of an amount and finding the whole number from a given percentage. **Area, Perimeter and Volume** Children will consolidate their understanding of calculating the area and perimeter of rectilinear shapes and explore that different shapes can have the same area. They will then learn to calculate the area of triangles and parallelograms. Children will use a formula to find the volume of a cube. **Statistics** Children will revisit their learning on line graphs, extending this to more complex graphs with	Children will revise coordinates in the first quadrant. They will then be introduced to coordinates in all four quadrants where they will solve problems, translate and reflect shapes. **Themed-projects, consolidation and problem solving** White Rose Bakery: • Scaling recipes • Calculation • Unit conversion • Percentages • Comparisons and purchase deals • Profit and Loss • 3-D shapes and nets • Area and volume • Problem solving- time, mass, algebra, fractions, ration and proportion White Rose Tours: • Interpreting line graphs and bar charts • Unit conversions • Time • Multiplicative reasoning • Fractions • Conversion graph • Problem solving- four operation with money • Comparing costs • Percentages and purchase deals • Multiplying decimals • Estimating • Real-life problems- time differences and planning journeys • Budget White Rose Futures • Jobs and pay vocabulary- salary, gross pay, income tax, take-home pay • Percentage and division • Multiplication • Budgeting

	with them. They will look at the relationship between miles and kilometres. They will convert between imperial and metric units.		multiple lines. They will read and interpret dual bar graphs and be introduce to pie charts. They will explore pie charts with percentages and construct their own. Children will calculate and interpret the mean as an average.		• Saving • Ordering six-digit numbers • Multiplicative reasoning • Area and perimeter • Four operations • Calculating with fractions • Reasoning with money and algebra	
Science	**Light** We build on prior learning by looking at how we see objects, sources of light, reflection and refraction, how our eye works and investigating the relationship between shadows and distance.	**Animals & Humans** We look at the human skeleton, muscles, the digestive system, the circulatory system and the effect of medicine, diet and exercise.	**Living things and their habitats** We study the classification of living things, vertebrates and invertebrates, characterising plant and animals, researching and Carl Linneaus.	**Evolution & Inheritance** We look at fossils and learn how they are formed while also looking at the work of Darwin and how characteristics are inherited. We also look at how animals are adapted to survive their environments.	**Electricity** Building circuits and experimenting with conductors, insulators and voltage. We will also apply our understanding of circuits to alarms.	**Investigations** We will revisit our Science learning at Bushfield by conducting and planning our own scientific enquiries.
Computing	**Scratch Online** We build upon previous knowledge on Scratch by looking at how to sequence events and create interactive algorithms.	**E-Safety – Developing our AI literacy** This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	**Computer Basics** We explore QWERTY keyboards, touch typing and using software to complete a project.	**Crumbles** We build upon our previous knowledge of programming and debugging crumbles to create a reaction game.	**We are Spreadsheet Masters** We explore how spreadsheets are used, why they are useful and how to use them effectively.	**Prezi** We will be looking at Prezi and presenting and evaluating our projects.
History	**The Battle of Britain** We explore different aspects of the war, from evacuees to rationing and the Battle of Britain. We look at the use of coding in WW2 and the role of Bletchley Park and why the Battle of Britain was				**The Vikings** We study the Viking way of life: their houses, weapons, boats and food.	**The Industrial Revolution** We explore the timeline of key events, the impact of various inventions, key inventors and the impact on modern day.

	considered a turning point in the war.					
Geography		**Russia** Using map skills, we locate cities and topographical features in Russia. We explore climate zones, human geography and natural resources.	**Time Zones** We explore time zones in different countries, research and record climate information in a graph and consider ways to be greener.	**Explorers – Earn a Living** We explore various jobs, industries, trade and climate impact.		
RE Parents and carers have the right to withdraw their child from all or part of RE.		**World Views** Pupils will engage with thought-provoking topics around beliefs, death, and the influence of religion and non-religious worldviews on ethical decision-making.		**Christianity** Students will explore how Christian beliefs—through scripture, prophecy, wisdom, and views on life after death—influence personal faith and responses to social justice in today's world.		**Hinduism & Bhuddism** Students will explore how sacred texts, stories, and traditions shape the beliefs and daily lives of Hindus and Buddhists, and how these beliefs influence responses to local and global issues.
PSHE	**Managing money and online spending** This unit explores economic wellbeing and online financial harms – including targeted advertising and other influences on online spending.		**Changes in puberty (and sex education*)** This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. **The parental right to withdraw applies to sex education.*		**Drug education: assessing risk and managing influences** This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	
Mental Health & Wellbeing	Over the year, we will revisit and build on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. We will regularly revisit elements of zones of regulation, growth mindset. Children will be learning how to understand and manage their emotions through the Zones of Regulation and a range of sensory, calming and thinking strategies. They will develop wellbeing skills by exploring concepts such as healthy relationships, circles of control, social connections, and strategies to support successful transitions. Alongside this, children will build a growth mindset by learning about barriers to learning, setting goals, understanding that mistakes help us learn, and recognising their own strengths through activities such as "I can" posters and discussions about how the brain grows through challenge.					
Art		**Sketching** Children will study sketching techniques such as how to create		**Decoupage** Children will be exploring Charles Darwin's descriptions of	**Wax Resist** Children create a wax resist art piece based on the sculptures of Henry	

		tone and texture through sketching wolves. Extended write: Children write a detailed evaluation of their wolf sketch.		animals he discovered and creating a 3D decoupage sculpture.	Moore (who also produced was resist pieces of art).	
Design Technology	**<u>Fixing & Joining: Sewing</u>** Inspired by the concept of 'Make, Do and Mend' children will design and make their own piece of clothing. We will also hold a VE day celebration where children will make cakes following rationing recipes, discussing the effect of this on nutrition.		**<u>Mechanical / Electrical Structures</u>** Inspired by sustainable energies, children design and create a wind turbine that can generate electricity, applying learning from science. They will test and evaluating it for functionality and effectiveness as a sustainable power source.			**<u>Designs with electrical components</u>** Children will design and make their own light box advertising the Year 6 Leaver's Assembly and use computer programming skills to programme a crumble to control their designs.
French	**<u>Weather</u>** We will lean vocabulary and phrases to describe weather on a particular day. We will use this to help us understand a forecast and create our own using geography of France and its key cities. We will look at common phonic sounds and create a rhyming poem.	**<u>Clothing</u>** We will learn clothing words and link to weather to re-construct the story of "Quel temps fait-il, Berthe?. We will also look at the features of the story and create own adapted and illustrated version.	**<u>Sport</u>** We will learn to describe the sports that we play and do; describing what other people do, linking sports with different weather and which clothes we wear to play which sports.	**<u>Town & Travel</u>** We will learn to describe facilities and buildings in our town, saying where we are going and who with, telling the time, saying how we go to places (methods of transport) and talking about future plans.	**<u>German</u>** We begin by learning greetings and playing language games to learn the numbers 1-12 and say our ages. Children will also learn how to ask for and say their name. We will learn the words for colours and we will be making links with French and English.	**<u>Spanish</u>** We begin by learning greetings and playing language games to learn the numbers 1-12 and say our ages. Children will also learn how to ask for and say their name. We also learn the words for colours and continue to make comparisons and links with other languages.
Music	**<u>Music in WW2 – The 12 Bar Blues Keyboards</u>** Pupils will look at the role of music in WW2 focussing on the music of Glen Miller and his	**<u>Topic: Peter and the Wolf – Prokofiev</u>** Pupils will develop their knowledge of the orchestra and its instruments through studying Peter and the	**<u>Topic: Earth – Hans Zimmer</u>** Pupils will develop their ability to critically appraise music and identify what makes it	**<u>Topic: Music Technology - Bandlab</u>** Pupils will compose their own music using the Digital Audio Workstation. They will	**<u>Topic: Ukulele playing</u>** **<u>Ukulele playing and making a class ensemble</u>** Pupils will apply their knowledge of chords to	**<u>Topic: Singing</u>** Pupils will develop their vocal skills and learn a variety of challenging songs with harmonies and body

	Big Band. As part of listening to and learning to play " In the Mood" on the keyboards, pupils will learn about the 12 Bar Blues and learn how to improvise on the 12 Bar Blues structure.	Wolf. They will learn to play musical motifs on a variety of tuned instruments and select the instrument to produce the appropriate sound and mood. As a creative response to Peter and the Wolf , pupils will compose their own musical motif to depict a character and narrative.	effective for a given audience. They will listen to and respond to the music of Hans Zimmer and develop their instrumental and composition skills to compose a piece of music to depict planet earth.	develop their skills in creating loops and introduction and select sounds to create different moods.	learning to play the Ukulele, practising strumming patterns on open strings and then learn how to play chords and follow a visual score. We will create a whole class ensemble and enjoy the feeling of playing music in a team. This term brings our musical learning together when pupils will learn to sing songs and play chords on the keyboards and ukulele at the same time. Pupils will prepare songs in unison and harmony, develop vocal and performance skills and enjoy the feeling of making music in a large ensemble.	percussion. Pupils will learn lyrics and discuss the meaning of songs and how music can support them at times of transition.
PE	Children will develop competence in competitive sports such as badminton, handball, hockey and football, where they will also learn attacking and defending principles.	Children will develop flexibility, strength, technique, control and balance through weekly dance lessons using a range of movements and patterns. This will be taught alongside continued teaching of competitive sports: Basketball Hockey Football	During Spring term, the children will also have OAA sessions where they are required to use problem solving skills and working as a team to solve challenges. Children will also build on coordination skills through learning of tag-rugby, netball, and gymnastics.		Running, jumping, throwing and catching skills are the focus of summer term as children develop skills in a range of athletic sports, cricket, rounders and tennis.	
Enrichment	**<u>RAF Museum Visit</u>** To support our learning on the role of the RAF and the Battle of Britain, we visit the RAF	**<u>Wolf Keeper</u>** To support our learning on Russia and wolves, we will have a			**<u>Viking Week</u>** Erik the Viking **External provider** Children are visited by Erik Erikkson, a Viking	**<u>Residential</u>** Bournemouth residential. **External provider**

	museum in Hendon to learn more about air raids during WW2. **<u>VE Day</u>** We will be holding a VE day in Year 6 and rotating around WW2 activities.	talk from a wolf keeper from Woburn Safari.			expert, and are given the opportunity to handle Viking artefacts and find out about Viking life. Other activities in the week include designing and making Viking longships, shields and helmets, as well as cooking a Viking feast. We make time to play a Viking game of Kubb too.	This is an optional residential visit.