



**All Saints CE Primary School and Nursery**  
**Nurturing, Resilience and Achievement for all!**  
*"I have come that you might have life – life in all its fullness", John 10.10*  
**Love    Kindness    Resilience    Understanding**

Year 6 Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Hansel and Gretal (Traditional Tale/ character description) 2w</b> Focus: different narrative openings. Balance between dialogue, description and action.</p> <p><b>The piano (Narrative with Timeshift) 3w</b> Focus: Using different narrative structures. Characterisation.</p> <p><b>Poetry writing project (whole school unit) 2w</b> Focus: vocabulary and figurative language. Poetic devices.</p>	<p><b>Goldilocks (Non-fiction – newspaper report) 3w</b> Focus: coherence between paragraphs. Collect and develop material including broad and detailed content.</p> <p><b>The Journey (Narrative - journey) 3w</b> Focus: interweaves elements of dialogue, action, description appropriately</p> <p><b>Pet peeves (Non-fiction-Blog) 1w</b> Focus: use of standard and non-standard English.</p>	<p><b>A Monster Calls (Narrative –suspense/horror) 3w</b> Focus: 5-part structure in a short story. Include different sentence lengths and dialogue, rhetorical questions.</p> <p><b>Greta (Non-fiction - discussion and persuasive speech) 2w</b> Focus: chooses register and formality. Use of persuasive devices.</p>	<p><b>The Firework Makers Daughter (Narrative adventure) 3w</b> Focus: interweaves elements of dialogue, action, description appropriately</p> <p><b>Suffragette, the battle for equality (Non-fiction - Persuasive campaign +formal letters, diaries, balanced arguments, speeches, news report) 2w</b> Focus: conditional language to persuade. Include conditional sentences and the subjunctive mood as persuasive devices.</p>	<p><b>Paperman (Narrative-romance) 3w</b> Focus: different narrative openings. Balance between dialogue, description and action.</p> <p>SATS 1w</p> <p><b>Origin of species (Non-fiction - Non-chronological report) 2w</b> Focus: coherence between paragraphs. Collect and develop material including broad and detailed content.</p>	<p><b>Letters from the lighthouse (recount/interview) 3w</b> Focus: develop narrative voice.</p> <p><b>Rain Player LC (Non-fiction – essay + instructions, poster, missing scene, diary, newspaper report) 3w</b> Focus: Text structure, use of passive voice and more formal register.</p>
<b>Maths</b>	Place Value to 10 million Negative Numbers Addition and Subtraction column method recap Long Multiplication 4 digits x 2 digits Short Division Long Division	Addition and Subtraction of fractions Multiplying fractions Division of fractions Fractions of amounts Converting Units	Ratio Decimals to three places X and ÷ by 10,100,1000 Percentages of amounts Fraction/Decimal/ Percentage equivalence  Algebra-forming equations and Two step equations	Converting metric measures Miles/kilometres Imperial measures Perimeter, Area and Volume- Area of a triangle and parallelogram Volume of a cuboid Ratio and proportion	Statistics Read, interpret, and draw line graphs and pie charts Calculate the mean Properties of Shape Measure and draw angles with a protractor Angles in triangles and polygons	Consolidation and preparation for Year 7
<b>Science</b>	Light	Electricity	Animals including humans - Circulatory system, diet, exercise, drugs, and lifestyle	Classification	Living things and Habitat	Evolution and inheritance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE</b>	Creation - Creation and science: conflicting or complementary?	Incarnation— was Jesus the Messiah?	Gospel - What would Jesus do?	Salvation - What difference does the resurrection make for Christians?	Buddhism— Comparing and contrasting differing beliefs	
<b>History</b>	The Tudors Monarchs and Reformation	Tudor Explorers			The Mayan Civilisation	
<b>Geography</b>			UK Physical and human geography Different types of energy sources		Local Area and Regions Identify the main features of the region, read maps using 6 figure grid reference and take part in fieldwork	
<b>Design &amp; Technology</b>		<b>Digital World:</b> Navigate the world  Create a navigation tool		<b>Structure:</b> Playgrounds Design and build playground equipment- measuring and sawing accurately		<b>Food :</b> Come Dine with me Design and make a three course meal
<b>Art</b>	<b>Collage</b> Coiling,overlapping,tessellation,montage		<b>Drawing</b> Show movement, reflection and shadow		<b>Sculpture</b> Giacometti Life like/real life proportions	
<b>Physical Education</b>	Football Forest School	Tag Rugby Tudor Dance	Basketball Gymnastics- Matching and mirroring	Hockey Yoga	Tennis Cricket	Athletics Netball
<b>Music</b>	Three little birds	Classroom Jazz 2 C D E F G A B	Happy E C D B A G E	You've got a friend C D E F G A B	Reflect Rewind and Replay	Year 5/6 Production
<b>Computing</b>	We are advertisers		Programming-KODU		We are Network Technicians	
<b>Online Safety</b>	We are online safety ambassadors Reviewing and editing our online safety rules	We will not share inappropriate images Inappropriate use of technology and the internet	We are safe social networkers Understanding that internet safety skills must always be switched on	We are respectful of others Respecting the personal information and privacy of others	We are online safety problem solvers Using our skills to resolve unfamiliar situations	We are safe gaming experts Creating and delivering advice on safe online gaming
<b>French</b>	In France Where in France? French food		Hobbies		Holidays Where are you going...? Where are you staying...?	
<b>PSHE</b>	Me and my Relationships	Valuing Differences	Keeping Myself Safe	Growing and Changing	Rights and Responsibilities	Being My Best