| **Year 6 Curriculum Overview 2022 - 2023** |
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| **Autumn** | **Spring** | **Summer** |
| **Geography****Europe** | **RE****This is Me!****Sikhism** | **History****Crime and Punishment** | **Geography****Fairtrade** | **History****Mayans** | **RE****Sikhism** |
| **Art** **Freedom of Expression**  | **Design Technology****Mechanisms & Hot and Cold Food** | **Coding/Computing****Scratch, Websites and Tech in Our Lives** |
| **Reading** **Class Read:**Wonder and Frankenstein**Class Poem**: A Prologue Romeo and Juliet**Non-Fiction:** Greta Thunberg and the Climate Crisis | **Reading** **Class Read:** Holes**Class Poem:** Ozymandies of Egypt **Non-Fiction:** Human Rights & Liberty | **Reading****Class Read:** Carrie’s War**Class Poem:** Futility**Non-Fiction:** Crime And Punishment | **Reading** **Class Read:**Breathe**Class Poem:** The Donkey**Non-Fiction:** Evolution And Classification | **Reading** **Class Read:**The Jungle Book**Class Poem:**  La Belle Dame sans Merci**Non-Fiction:** Festivals Around The World | **Reading** **Class Read:**The Garbage King**Class Poem:** The Night Mail**Non-Fiction:** Shakespeare |
| **Writing** -Use commas to clarify meaning or avoid ambiguity-Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun-Use brackets, dashes or commas to indicate parenthesis -Convert nouns or adjectives into verbs using suffixes (for example -ate, -ies, -ify)-Use verb prefixes (for example dis-, de-, mis-, over-, re-)-Use present perfect for of verbs (for example she has lived in Liverpool all her life) | **Writing**-Use formal and informal speech correctly in writing-Use a range of synonyms and antonyms in writing to avoid repetition -Use the correct structures of informal speech (for example the use of question tags: ’He’s your friend, isn’t he?’)-Use the correct structures of formal speech such as subjunctive forms (for example: ’If I were’ or ‘Were they’)-Use a range of layout devices (for example, headings, subheadings, columns, bullet points or tables to structure text) | **Writing** -Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, the use of adverbials such as: on the other hand, in contrast or as a consequence and the use of ellipsis. -Use the semicolon, colon and dash to mark the boundary between independent clauses (for example its raining; I’m fed up)-Use the colon to introduce a list and use the semicolon within lists.-Use passive and active voice understanding subject and object to affect the presentation of information in a sentence (for example I broke the window in the greenhouse/The window in the greenhouse was broken (by me))-Understand how hyphens can be used to avoid ambiguity | **Writing** **-**Grammar revision for SATs | **Writing****-**Revisit all content taught and allow lots of opportunity for varied pieces of fiction and non-fiction writing | **Writing** **-**Revisit all content taught and allow lots of opportunity for varied pieces of fiction and non-fiction writing |
| **Maths:** Place Value, Four Operations, Fractions, Converting Units | **Maths:** Ratio, Algebra, Decimals, Fractions, Decimals and Percentages, Area, Perimeter and Volume, Statistics | **Maths:** Shape, Position and Direction, Themed Projects, Consolidation and Problem Solving |
| **Science Topic:**Living things and their habitats | **Science Topic:**Evolution  | **Science Topic:**Light | **Science Topic:**Electricity  | **Science Topic:**Animals including Humans | **Science Topic:**Revise and Revisit |
| **Music Unit:** Advanced Rhythms | **Music Unit:** Dynamics, Pitch and Texture | **Music Unit:** Songs of World War II | **Music Unit:** Film Music | **Music Unit:** Theme and Variations  | **Music Unit:** Composing and Performing |
| **SMSC Theme:**Being Me in the World | **SMSC Theme:** Celebrating Difference | **SMSC Theme:**Dreams and Goals | **SMSC Theme:**Healthy Me | **SMSC Theme:** Relationships  | **SMSC Theme:**Changing Me |