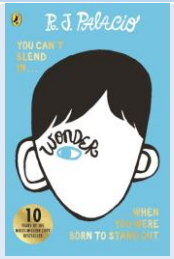
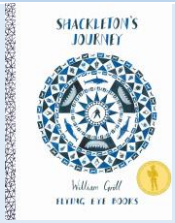
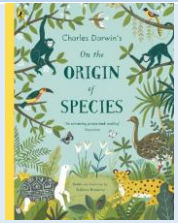
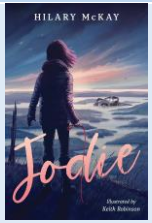
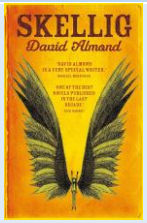
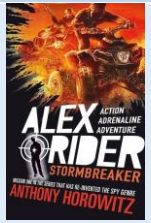
Easebourne Church of England Primary School
Year 6 Curriculum Overview

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
POSSIBLE VISIT/ VISITORS	**Residential**	**Windsor Castle**	**SATS week** **Beach Trip**	**Gilbert White**		**Local area**
ENGLISH	 Writing to entertain: Descriptions	 Writing to entertain: Survival story, poetry Writing to persuade: persuasive letter, motivational speech	 Writing to inform: Report Explanation Writing to discuss: Review	 Writing to entertain: Characters/ setting Narrative Poetry	 Writing to entertain: Narrative (chapters) Characters/ setting	 Writing to discuss: Balanced argument Writing to persuade: advert Writing to entertain: Narrative
Writing Skill	Understand and use differences in informal and formal language (informal). Ensure the consistent and correct use of tense throughout a piece of writing. Describe setting, character and atmosphere. Use expanded noun phrases to convey complicated information concisely. Understand synonyms and antonyms.	Note and develop initial ideas, drawing on reading and research. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use a wide range of devices to build cohesion within and across paragraphs. Use modal verbs or adverbs to indicate degrees of possibility.	Understand the differences in informal and formal language. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use organisational features alongside presentational devices to structure text and guide the reader.	Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Use expanded noun phrases to convey complicated information concisely. Use passive verbs to affect the presentation of information in a sentence. Use of ellipsis. Use verb tenses consistently and correctly throughout.	Use the perfect form of verbs to mark relationships of time and cause. Use of hyphen to avoid ambiguity. Integrate dialogue to convey character and advance the action. Ensure consistent and correct use of tense throughout a piece of writing.	Use modal verbs or adverbs to indicate degrees of possibility. Understand the differences in informal and formal language. Use a colon to introduce a list punctuating bullet points consistently.

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HANDWRITING	**Pupils should be taught to write legibly, fluently and with increasing speed by:** **• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters** **• choosing the writing implement that is best suited for a task.**					
SPELLING	• Challenge words	• Challenge words • Words with the short vowel sound /i/spelled 'y' • Words with the long vowel sound /igh/spelled 'y'	• Adding the prefix '-over' • Words with the suffix '-ful' • Words that can be nouns and verbs • Words with an /oa/ sound spelled 'ou' or 'ow' • Words with a 'soft c' spelled 'ce' • Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	• Words with the /f/ sound spelled 'ph' • Words with origins in other countries and languages • Words with unstressed vowel sounds • Words with 'cial'/shuhl/ after a vowel • Words with 'tial'/shul/ • Words beginning with 'acc'	• Words with the suffix '-ably' • Words with the suffix '-ible' • Words with the suffix '-ibly' • Words ending in '-ent' and '–ence • Words ending in '-er', '-or' and '-ar' • Adverbs synonymous with determination	• Adjectives used to describe settings • Adjectives used to describe feelings • Adjectives to describe characters • Grammar Vocabulary 1 • Grammar Vocabulary 2 • Mathematical Vocabulary
MATHS	**Place Value** • **Numbers to 10 million:** Understanding and working with numbers up to 10,000,000. • **Compare and order any number:** Comparing and ordering numbers up to 10,000,000. • **Round numbers to 10 million:** Rounding numbers to the nearest 10, 100, 1,000, 10,000, 100,000, and 1,000,000. • **Negative numbers:** Understanding and working with negative numbers, including counting forwards and backwards through zero. • **Roman numerals:** Reading and writing Roman numerals up to 1,000 (M) and recognizing years written in Roman numerals. **Addition, subtraction, multiplication and division** **Fractions** • Addition and subtraction with numbers up to 10,000,000		**Ratio** • Add or multiply? Understanding the relationship between addition and multiplication in ratios. • Use ratio language: Learning to describe ratios using appropriate terminology. • Introduction to the ratio symbol: Familiarizing with the ratio symbol (:) and its usage. • Ratio and fractions: Exploring the connection between ratios and fractions. • Scale drawing: Creating and interpreting scale drawings using ratios. • Use scale factors: Applying scale factors to solve problems involving similar shapes. • Similar shapes: Identifying and working with similar shapes using ratios. • Ratio problems: Solving various problems involving ratios.		**Shape** • Measure with a protractor: Using a protractor to measure angles accurately. • Draw lines and angles accurately: Developing skills in drawing precise lines and angles. • Introduce angles: Understanding different types of angles (acute, obtuse, reflex). • Calculate angles: Learning to calculate missing angles on a straight line or around a point. • Vertically opposite angles: Identifying and working with vertically opposite angles. • Angles in a triangle: Understanding that angles in a triangle sum to 180 degrees. • Angles in special triangles: Exploring angles in equilateral and isosceles triangles. • Angles in quadrilaterals: Learning about angles in different quadrilaterals.	

	• Long multiplication (multiplying multi-digit numbers) • Long division (dividing multi-digit numbers) • Factors, multiples, prime numbers, square numbers, and cube numbers • Solving multi-step problems involving all four operations • Applying formal written methods to complex calculations • Using mental calculation strategies for more complex problems **Measurement – converting units** • Metric measures: Understanding and working with various metric unit • Converting metric measures: Developing fluency in converting between different metric units • Calculating with metric measures: Applying conversion skills to solve problems • Miles and kilometres: Understanding and converting between imperial and metric distance units • Imperial measures: Introduction to common imperial units and their relationship to metric units	• Proportion problems: Understanding and solving proportion problems. • Recipes: Using ratios to adjust quantities in recipes. **Algebra** • Find a rule - one step • Find a rule - two step • Use an algebraic rule • Substitution • Formulae • Word problems • Solve simple one-step equations • Solve two-step equations • Find pairs of values • Enumerate possibilities **Fractions, Decimals and Percentages** • Three decimal places: Understanding and working with numbers that have up to three decimal places. • Multiply by 10, 100, and 1,000: Multiplying decimal numbers by 10, 100, and 1,000. • Divide by 10, 100, and 1,000: Dividing decimal numbers by 10, 100, and 1,000. • Multiply decimals by integers: Multiplying decimal numbers by whole numbers. • Divide decimals by integers: Dividing decimal numbers by whole numbers. • Division to solve problems: Using division of decimals to solve real-world problems. • Decimals as fractions: Expressing decimals as fractions and understanding the relationship between them. • Decimal and fraction equivalents • Fractions as division • Understand percentages • Fractions to percentages • Equivalent fractions, decimals and percentages • Order fractions, decimals and percentages • Percentage of an amount - one step • Percentage of an amount - multi-step • Percentages - missing values • Percentage equivalents: Understanding and • finding percentage equivalents of decimals and fractions. **Area, Perimeter and volume** • Shapes – same area: Identifying and comparing shapes that have the same area but different perimeters.	• Angles in regular polygons: Calculating interior and exterior angles of regular polygons. • Draw shapes accurately: Drawing 2D shapes using given dimensions and angles. • Draw nets of 3D shapes: Creating nets for various 3D shapes. **Position and direction** • Coordinates in the first quadrant: Reviewing plotting and reading coordinates in the first quadrant • Coordinates in four quadrants: Extending to plotting and reading coordinates in all four quadrants. • Translation: Understanding and performing translations of shapes on a coordinate grid. • Reflection: Reflecting shapes across axes in all four quadrants. • Reasoning about shapes with coordinates: Solving problems involving coordinates and shapes. • Draw shapes on a coordinate grid: Drawing given shapes using specified coordinates. • Draw and translate shapes: Combining drawing and translating shapes on a coordinate grid. • Draw and reflect shapes: Combining drawing and reflecting shapes on a coordinate grid. **Themed projects, consolidation and problem solving**

			• Area and perimeter: Calculating the area and perimeter of rectangles and rectilinear shapes. • Area of a triangle: Finding the area of different types of triangles. • Area of a parallelogram: Calculating the area of parallelograms. • Volume – counting cubes: Understanding volume by counting cubic units. • Volume of a cuboid: Calculating the volume of cuboids using the formula. **Statistics** • Read and interpret line graphs • Draw line graphs • Use line graphs to solve problems • Circles • Read and interpret pie charts • Pie charts with percentages • Draw pie charts • The mean		
SCIENCE	**Living Things and Their Habitats** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics FOREST SCHOOL LINK	**Animals Including Humans** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function • describe the ways in which nutrients and water are transported within animals, including humans	**Evolutions and Inheritance** • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.	**Light** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

COMPUTING	**Communication and collaboration** • Identify how to use a search engine • Explain how search results are ranked • Recognise why the order of results are important and to whom • Recognise how to communicate with technology • Evaluate different methods of communication.	**Creating Media - Web page creation** • Review an existing website and consider its structure • Plan the features of a web page • Consider the ownership and use of images (copyright) • Recognise the need to preview pages • Outline the need for a navigation path • Recognise the implications of linking to content owned by other people	**Variables in games** • Programming A - Variables in games • Define a 'variable' as something that is changeable • Explain why a variable is used in a program • Choose how to improve a game by using variables • Design a project that builds on a given example • Use my design to create a project • Evaluate my project	**Introduction to spreadsheets** • Identify questions which can be answered using data • Explain that objects can be described using data Explain that formulas can be used to produce calculated data • Apply formulas to data, including duplicating • Create a spreadsheet to plan an event • Choose suitable ways to present data	**3D modelling** • Use a computer to create and manipulate three-dimensional (3D) digital objects • Explain why we might represent 3D objects on a computer • Compare working digitally with 2D and 3D graphics • Construct a digital 3D model of a physical object • Identify that physical objects can be broken down into a collection of 3D shapes • Create digital 3D objects of an appropriate size • Design a digital model by combining 3D objects • Develop and improve a digital 3D model	**Sensing movement** • Create a program to run on a controllable device • Explain that selection can control the flow of a program • Update a variable with a user input • Design a project that uses inputs and outputs on a controllable device • Develop a program to use inputs and outputs on a controllable device
HISTORY	**Overall Theme: Kings and Queens** History Enquiry Question: How has the power of British monarchs changed since 1066? Focus Significant Historical Individual: WIlliam the Conqueror, King John, Charles I, WIlliam III and Mary II, Queen Anne, Queen ELizabeth II, King Charles III		**Overall Theme: Polar Regions** History Enquiry Question: Why and how did explorers go on expeditions to Antarctica? Focus Significant Historical Individual: Earnest Shackleton		**Overall Theme: Local History Study** History Enquiry Question: How has Midhurst High Street changed over time?	
GEORGAPHY	**Overall Theme: Trade. What is the true cost of ____** Geography Enquiry Question: What is the true cost of x?		**Overall Theme: Polar Regions** Geography Enquiry Question: How could the melting of the ice caps change the world?		**Overall Theme: Local Geography Including fieldwork.** Geography Enquiry Question: How is Midhurst High Street used? What are we missing?	
ART AND DESIGN	**2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. **Link to Forest School – sculpture/weaving etc**		**Exploring Identity** Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. **Link to History / PSHE**		**Take A Seat** Explore how craftspeople and designers bring personality to their work. **Link to Maths**	

			Pallant House – Explore & Create: People & Identity (Collage/Sgraffito) - Artist: Eileen Agar			
DESIGN AND TECHNOLOGY	**Textiles: Combining Fabric Shapes (incl. CAD)** Designing, making and evaluating a belt for garden tools **Computing link**		**Electrical Systems: More Complex Switches (incl. Monitoring & Control)** Designing, making and evaluating an electronic toy moneybox for a child. **Science link**		**Food: Culture & Seasonality** Designing, making and evaluating a yeast-based snack for parents and children participating in the school sports day. **Finished product – English explanation writing (recipe)** *(Cowdray Cafe/Chef?)*	
RELIGIOUS EDUCATION	**How does the Triple Refuge help Buddhists in their journey through life?** Emmanuel Project Buddhism	**How does the tawhid create a sense of belonging to the Muslim community?** Emmanuel Project Islam	**Creation and Science: conflicting or complementary?** Understanding Christianity: Creation	**What difference does the resurrection make for Christians?** Understanding Christianity: Salvation	**People of God How can following God bring freedom and justice?** Understanding Christianity: People of God	
PHYSICAL EDUCATION	**Tag rugby** Unit focus: Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.	**Basketball** Unit focus: Apply aspects of fitness to the game, such as power and strength. Choose and implement a range of strategies to play defensively and offensively. Grasp more technical aspects of the game.	**Gymnastics (Unit 1)** Unit focus: Demonstrate accuracy, consistency and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus	**Fitness (Unit 2)** Unit focus: Take part in a variety of exercises to improve. Show an understanding of the importance of rest when exercising. Working out the whole body.	**Badminton** Unit focus: Develop a wider range of shots, including drop and smash. Begin to use mroe sophisticate tactics. Play with fluency with a partner in doubles scenarios.	**Rounders** Unit focus: Apply rounders rules consistently. Play small-sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
MUSIC	**Notation Games** • Play parts within an ensemble following notation Ocarina • Begin to learn to play the ocarina following notation **Singing** • To perform at the Rother Valley Music Festival, Tree of Hope, Harvest and Christmas events		**Ocarina** • Play melodies following staff notation • Accompany the melody with ostinato parts and perform • Compose and create music with rhythmic variety **Classroom Jazz 2** • Play melodies on tuned percussion (glockenspiels) • Develop improvisation skills • Compose using the pentatonic scale		**World Music** • Develop knowledge and understanding of music traditions including African drumming, Balinese Gamelan and Brazilian Samba **Singing** • For a musical performance Summer Production	

RSHE	**Being Me in My World** • Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling	**Celebrating Difference** • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, • difference as celebration • Empathy	**Dreams & Goals** • Personal learning goals, in and • out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments	**Healthy Me** • Taking personal responsibility • How substances affect the body • Exploitation, including 'county • lines' and gang culture • Emotional and mental health • Managing stress activity and rest/sleep	**Relationships** • Mental health • Identifying mental health worries and • sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use	**Changing Me** • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition
MFL	**The Date** • Repeat and recognise the months of the year in French. • Ask when somebody has a birthday and say when they have their birthday. • Say the date in French. • Create a French calendar. • Recognise key dates in the French calendar.	**Do you have a pet?** • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but")	**Clothes** • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes • Use the verb porter in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.	**At School** • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French • Say what time they study certain subjects at school.	**At the weekend** • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.	**Me in the world** • About the many countries in the Francophone world. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet. • How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).