



# Year 6 Curriculum Overview, 2023-2024

	Autumn			Spring			Summer		
<b>English Texts</b>	<i>Starting story: My Teacher's Secret Life Once</i> , Morris Gleitzman	<b>Letters from the Lighthouse</b> , Emma Carroll	<b>Clockwork</b> , Philip Pullman	<b>Viking Boy</b> , Tony Bradman	<b>Fortunately the Milk</b> , Neil Gaiman <i>and a range of extracts.</i>	<b>Survivors</b> , David Long and Kerry Hyndman			
<b>Humanities</b>	<b>Geography: Scandinavia</b>		<b>History: Vikings</b>	<b>History: WW2</b>	<b>Geography: Extreme Earth</b>	<b>Geography: Local Study</b>			
<b>Science</b>	<b>Human Circulatory and Digestive Systems</b>	<b>Light</b>	<b>Electricity</b>	<b>Living things</b>	<b>Evolution</b>	<b>Practical activities Ecology</b>			
<b>Art</b>	<b>People in Action</b> Observational drawings of human figure Human figure wire sculpture in the style of Giacometti Mixed media outcome inspired by chosen artist(s)		<b>Insects and birds</b> Painting inspired by chosen artist		<b>Natural Forms</b> Observational mixed media drawings Print inspired by chosen artist(s)				
<b>Design</b> <i>(taught in rotation throughout the year)</i>	<b>Food: Healthy snacks</b>		<b>Textiles: Graffiti Style Pencil Case</b>		<b>Product Design: Desk Organiser</b>				
<b>Music</b>	<b>Musical Theatre</b>	<b>Ukulele 2</b>	<b>Famous Riffs</b>	<b>Minimalism</b>	<b>Hip Hop</b>	<b>Samba</b>			
<b>Computing</b>	<b>Scratch Online safety</b>	<b>Networks Online safety</b>	<b>Flowol Online safety</b>	<b>Web Design Online safety</b>	<b>Web Design Online safety</b>	<b>Lego Spike Online safety</b>			
<b>RE</b>	<b>Incarnation</b> - Was Jesus the Messiah?	<b>People of God</b> - How can following God bring freedom and justice?	<b>Judaism</b> - what does it mean to be God's chosen people?	<b>Islam</b> - How do Muslims show commitment to God?	<b>Creation</b> - Religion and science: conflicting or complementary?				
<b>PE</b>	<b>Fitness skills Health-Related Fitness</b>	<b>Core Performance: Dance/gym</b>	<b>Invasion Games: Handball</b>	<b>Core Performance: Gym/Dance/Outdoor Ed.</b>	<b>Athletics</b>				
	<b>Invasion Games: Football, Netball, Tag Rugby</b>			<b>Invasion Games: Basketball</b>	<b>Striking &amp; Fielding: Cricket, rounders</b>	<b>Net &amp; Wall Games: Tennis</b>			
<b>PSHE</b>	<b>Respect</b>	<b>Diverse Britain</b>	<b>Health and Wellbeing Living in the Wider World</b>		<b>Relationships (RSE)</b>	<b>Money Matters</b>			
<b>French</b>	<b>The weather and sentence building</b>	<b>Complex sentences using adjectives that go before the noun</b>	<b>New ER verbs</b>	<b>Complex sentences using places, times and opinions.</b>	<b>The body</b>	<b>Food and opinions</b>			
<b>Maths</b>	<b>Maths No Problem</b> <i>Ch1 Numbers to 10,000,000 Ch2 Four Operations on whole numbers</i>	<b>Maths No Problem</b> <i>Ch3 Fractions Ch 4 Decimals Ch 13 Position and movement</i>	<b>Maths No Problem</b> <i>Ch 4 Decimals cont. Ch5 Measurement Ch7 Percentages Ch6 Word Problems</i>	<b>Maths No Problem</b> <i>Ch8 Ratio Ch 9 Algebra Ch10 Area and Perimeter Ch11 Volume</i>	<b>Maths No Problem</b> <i>Ch 13 Geometry SATS Practice</i>	<b>Maths No Problem</b> <i>Ch14 Graphs/Averages C15 Negative numbers KS3 Readiness</i>			

**Article 29: Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.**