**East Lane Primary School**

**Year 6 Curriculum Overview**

**2024-2025**

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| **English** | **Fiction Texts:**<br>**Historical Fiction** – Usborne Illustrated Stories from Dickens by Mary Sebag-Montefiore<br>**Mystery Story** – Sherlock Holmes by Sir Arthur Conan Doyle<br><br>**Non-fiction writing**<br>Non-Chronological Report – Victorian Era<br>Informal Letters – letter to a friend<br>TV Report – Mystery Events<br><br>**Poetry**<br>Nonsense Poems<br>Ballads | | **Fiction Texts:**<br>**Ballads** – The Highway Man by Alfred Noyes<br>**Horror Story** – The Red Room by H.G. Wells<br><br>**Non-fiction writing**<br>Non-Chronological Reports – Crime and Punishment in 18th Century England<br>TV Report – A ghost sighting<br>Diary Entry – a robbery<br><br>**Poetry**<br>Ballads | | **Fiction Texts:**<br>**Myths and Legends** – Odysseus by Hugh Lipton<br>**Adventure Story** – Beowulf by Michael Morpurgo<br><br>**Non-fiction writing**<br>Diary Entry – after defeating Troy<br>Non-Chronological Report – a mythological creature<br><br>**Poetry**<br>Narrative Poems | |
| **Maths** | **Place value and numbers** to 10 Million<br><br>**Calculations:** Four Operations on Whole numbers<br><br>**Fractions, Decimals and Percentages:** Fractions<br><br>**Fractions, Decimals and Percentages:** Decimals | **Fractions, Decimals and Percentages:** Percentage<br><br>**Measurements:** Measurements<br><br>**Calculations:** Word Problems | **Algebra:** Algebra<br><br>**Measurement:** Area and Perimeter<br><br>**Ratio and Proportion:** Ratio<br><br>**Statistics:** Graphs and Averages | **Geometry** – Properties and Shapes<br><br>**Geometry** – Position and Direction: Position and Movement<br><br>**Number and Place Value:** Negative Numbers | **Measurement:** Volume<br>**STOPS** Problem Solving<br><br>**Revision:**<br><br>**Revisit Topics-** Past SATs papers<br><br>**Calculations-** Four Operations, Fractions, Decimals and Percentages | **SATS Revision-** Topic based Assessment |
| **Science** | Evolution and Inheritance | Electricity | Living Things and their Habitats | Animals (including humans) | Light | Working Scientifically |
| **History** | World War One | World War One | World War Two | World War Two | Crime and Punishments | Crime and Punishments |
| **Geography** | Population | Population | Globalisation | Globalisation | Energy and Sustainability | Energy and Sustainability<br>Local Fieldwork |
| **Spanish** | Greetings<br>Classroom Language<br>Numbers 1-31<br>Days of the Week<br>Months<br>Seasons | Birthdays<br>Responding to a Video Story<br>Creating birthday card and a party invitation<br>Christmas in South America | Colours<br>Prepositions<br>Describing parts of the house<br>Story Telling – Peace at last | Adjectives<br>Parts of the Face<br>Describing Picasso Faces<br>Parts of the Body<br>Describing Monsters | Family Members<br>Alphabet and Spelling<br>Siblings and Pets<br>Hair and Eyes | Describing Pictures and Paintings<br>Story Telling – The Giant Turnip<br>Describing our family |
| **R.S/PSHE** | **Buddhism**<br>What does Buddhism teach us about human experience? | **Healthy Relationships**<br>Ground rules for discussion<br>PANTS<br>Photo sharing<br>Committed relationships & family life<br>Bullying and its impact<br>Cyberbullying | **Judaism**<br>How do Jewish beliefs about God shape the Jewish way of life and Jewish worship? | **Living in the wider world & Connecting with others**<br>Challenging stereotypes<br>Addressing extremism<br>Viewing choices<br>Suspicious contact online<br>Money and emotional wellbeing<br>Money – being a critical consumer | **Judaism**<br>How do Jewish beliefs about God shape the Jewish way of life and Jewish worship? | **Health & Wellbeing**<br>Self care<br>Physical and Mental health<br>Building connections<br>Worry and self-regulation<br>Social media<br>Transitioning to secondary school<br>Bespoke lessons – Puberty and Independence |
| **The Arts (Art and DT)** | **Focus: Contemporary Art**<br>• Introduction to artist (Banksy)<br>• Finding meaning behind art<br>• Creating art with a political message<br>• Sketching<br>• Acrylic paints<br>• Collage<br>• Composition<br>• Analysis of work<br>• Gallery creation | **Make a moving toy**<br>• Look at a range of moving toys<br>• Explore different ways to make toys move and experiment with them<br>• Create exploded diagram of mechanisms moving the toys<br>• Create an annotated design plan based on design criteria<br>• Present plans to peers for feedback<br>• Modify plan based on feedback<br>• Create a moving toy | **Focus: Contemporary Art**<br>• Finding meaning behind art<br>• Creating art with a political message<br>• Sketching<br>• Collaborative sculpture<br>• Acrylic paints<br>• Analysis of work<br>• Gallery creation | **CAD Modelling**<br>• Identify errors (bugs) in the code and suggest ways to fix (debug) them.<br>• Self and peer evaluate a product concept against a list of design criteria with basic statements.<br>• Identify key industries that use 3D CAD modelling and why.<br>• Recall and describe the name and use of key tools used in Tinkercad (CAD) software. | **Focus: Contemporary Art**<br>• Introduction to artist (Banksy)<br>• Finding meaning behind art<br>• Creating art with a political message<br>• Sketching<br>• Acrylic paints<br>• Collage<br>• Composition<br>• Analysis of work<br>• Gallery creation | **Food & Nutrition - Making a 3-course meal**<br>• Explore and evaluate different recipes<br>• Explore seasonality and where food comes from<br>• Decide on flavour combinations and create a meal plan to fit design criteria<br>• Create meal with group members<br>• Taste, evaluate and improve based on feedback |
| **Computing** | Computing Systems and Networks - Communication and Collaboration | Creating Media - Web Page Creation | Programming A – Variables in Games | Programming B – Sensing Movement | Data & Animation - Spreadsheets | Creating Media – 3D Modelling |
| **P.E** | **Athletics**<br>Running<br>**Athletics**<br>Jumping/Skipping<br>**Ball Skills**<br>Basketball | **Ball Skills**<br>Basketball<br><br>**Ball Skills**<br>Tag Rugby | **Gymnastics**<br><br>**Dance** | **Dance**<br><br>**Fitness/HIIT Workouts**<br><br>**Invasion Games**<br>Football | **Invasion Games**<br>Football<br><br>**Striking/Fielding**<br>Cricket | **Striking/Fielding**<br>Cricket<br><br>**Net/Court/Wall Games**<br>Tennis |
| **Music** | **Rhythm**<br>Tika-ti and Ti-Tika<br>Tam-ti and Tim-ka | **Ukulele Study**<br>**Singing** | **Ukulele**<br>**The Young Person's Guide to the Orchestra** | **Ukulele Study**<br>**Accidentals and Key Signatures** | **Ukulele Study**<br>**Composition** | **Ukulele Study**<br>**Homogeneous Sound** |