

# Year 6 Curriculum Plan:

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(Geography /History)	<b>History – The Shang Dynasty</b>	<b>Geography – Settlements in Modern Britain</b>	<b>History – The History of Civil Rights</b>	<b>Geography – The Americas</b>		
English	<p>Writing genres will be taken from the Long Term Genre Progression document and will depend on the children needs and interests. Genres will be taken from the following lists:</p> <p>Fiction: character description, setting description, adventure, dilemma, stories from other cultures/countries, legends, myths, fantasy, mystery, play scripts and science fiction.</p> <p>Non-fiction: instructions, non-chronological reports, recounts, reviews, persuasive, explanatory, speeches, discussion and biography.</p> <p>Poetry: free-verse, narrative, rhyming couplets, kennings, haiku, calligram, list poems, Tanka, soliloquy, limerick and monologue.</p>					
SPaG	<p>Recap of sentence punctuation.</p> <p>Recap of word classes.</p> <p>Speech punctuation.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Synonyms and Antonyms</p> <p>Hyphens</p> <p>Ellipsis</p>	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of colon to introduce a list and use of semi-colons within a list.</p> <p>Use bullet points to list information.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (the use of question tags or the use of subjunctive forms).</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>How hyphens can be used to avoid ambiguity.</p>	<p>Throughout these half terms, SPaG objectives will be revised and children will be using these in their writing.</p>		

		relationships of time and cause. Passive & active Voice				
Guided Reading	High quality texts will be chosen based on the children's interests.					
Maths	<b>Place Value</b>  <b>Addition and Subtraction</b>  <b>Multiplication and Division</b>	<b>Fractions</b>  <b>Converting Units</b>	<b>Ratio</b>  <b>Algebra</b>  <b>Decimals</b>	<b>Fractions, Decimals and Percentages</b>  <b>Area, Perimeter and Volume</b>  <b>Statistics</b>	<b>Shape</b>  <b>Position and Direction</b>  <b>Themed projects, consolidation and problem solving</b>	<b>Themed projects, consolidation and problem solving</b>
Science	<b>Light</b>	<b>Electricity</b>	<b>Animals including Humans</b>	<b>Living Things and Their Habitats</b>	<b>States of Matter</b>	<b>Evolution and Inheritance</b>
PSHE (Jigsaw)	<b>Healthy Me &amp; <i>Being Me</i></b>		<b>Celebrating Difference</b>		<b>Changing Me</b>	<b>Relationships</b>
Music (Charanga)		<b>You've Got a Friend</b>		<b>Happy</b>		
French (Language Angels)	<b>Le Week-end</b>	<b>A l'École</b>	<b>Manger et Bouger</b>	<b>Moi Dans le Monde</b>	<b>Les Verbes – Réguliers</b>	<b>Les Verbes – Irréguliers</b>
Computing - Purple Mash	<b>Online Safety</b>  <b>Networks</b>	<b>Blogging</b>	<b>Spreadsheets</b>	<b>Text Adventures</b>	<b>Quizzing</b>	<b>Coding</b>
Religious Education Emmanuel Project UKS2		<b>Christianity</b> Should believing in the resurrection change how Christians view life and death?		<b>Humanism</b> Why do Humanists say happiness is the goal of life?	<b>Christianity</b> How do Christians show their belief that Jesus is God incarnate?	
Art			<b>Drawing</b>			<b>Texture and Form</b>

Design Technology	Structures & Mechanisms				Textiles	
P.E.	Rugby	Dance	Gymnastics	Cricket	Tennis	Athletics