



English Long Term Overview

Year 6	
Autumn 1	<p>Narrative: Myths and Legends. Pupils create their own myth or legend to explain an event. The key focus is on using character and setting description to draw the reader in.</p> <p>Non Chronological Reports: Students develop the skill of ordering and structuring information in order to present information effectively and clearly.</p> <p>Shape Poetry: Using imagery and shape to create verse.</p>
Autumn 2	<p>Narrative: Thriller and horror stories. This unit focuses on creating atmosphere and writing to create a specific effect on the reader.</p> <p>Letter of complaint: linked to the 'Frozen Kingdom' topic, children write a persuasive letter demanding their money back after a disastrous cruise!</p> <p>This topic then continues to examine the adventures of Scott of Antarctica, with pupils using their expertise to write an empathetic diary entry of one of his men. Children also begin to develop their poetic skills, writing Haikus about Winter.</p>
Spring 1	<p>Non-fiction: Newspaper reports. This unit allows our older students an opportunity to begin creating more formal, sophisticated text.</p> <p>Historical fiction: Inspired by Berlie Doherty's 'Street Child' and their work on the Victorians, pupils create their own story designed to represent the experiences of a child in Victorian England. The grammar foci include dialogue to enhance action.</p> <p>Biography: This non-fiction exercise enables children to follow their own interests and research and write about a figure important to them.</p> <p>Poetry: Children develop their repertoire of verse, looking at Shakespearean blank verse, limericks and calligrams.</p>
Spring 2	<p>Description/emotive narrative: This unit focuses on the greater-depth skill of writing for a specific effect. Children consider how their work evokes a response and how this can be controlled.</p>

	<p>Persuasive writing: Children use their powers of persuasion to convince their peers of a viewpoint on a topic of their choice, examining what is fact and what is opinion.</p> <p>Explanation texts: Whilst delving into the world of forensics, students create a 'layman's guide' to fingerprints</p>
Summer 1	<p>Evacuee recount: A letter recounting the experiences of an evacuee in World War 2, focusing on use of the first person, informal language.</p> <p>Adverts: an opportunity to create some propaganda, whilst rehearsing the use of modal verbs and imperatives.</p> <p>Playscripts: Children become screenwriters, actors and directors!</p> <p>Narrative with dialogue: Students will continue to develop the use of dialogue in their written work, using it to create atmosphere, develop characters and advance the plot of fiction.</p>
Summer 2	Students will produce written work which reflect their interests across the whole range of genres.

Maths Long Term Overview

Year 6	
Autumn 1	Number and place value – the value of digits and learning to round to 10, 100, 1000, 10, 000 and 100 000. The use of estimation in solving problems Using the 4 operations to solve problems mentally and through written methods.
Autumn 2	Fractions: adding and subtracting with similar and different denominators. Using improper fractions and mixed numbers. Multiplying and dividing fractions and finding fractions of amounts.
Spring 1	Decimals and percentages: using the four operations with decimals and percentages. Finding equivalent fractions, decimals and percentages and solving problems using all three. Using ratio to calculate the answers to problems.
Spring 2	Algebra: Solving problems using equations. Measure: Area, perimeter and volume. Converting measurements metrically and imperially and solving problems.
Summer 1	Geometry – properties of shapes including nets of 3D shapes. Statistics and graphical representations. Consolidation for SATS and problem solving
Summer 2	Designing and creating a business model. Creating and carrying out independent investigations.

Year 6 Curriculum Map

	R.E.	PSCHEE	Music	French	Games (sample rotation)	Swimming/PE (sample rotation)
Autumn 1	<u>Islam</u> What is the best way for a Muslim to show commitment to God?	Feelings and Relationships	I'll Be There – Music of Michael Jackson	Likes and dislikes Avoir (present tense)	Rugby Hockey Netball	Swimming Pupils progress through the National Swimming Awards
Autumn 2	<u>Christianity</u> Christmas – How significant is it that Mary was Jesus' mother?	Rules and Laws	Classroom Jazz 2 – Jazz, Latin & Blues	Writing letter to penpal in French school	Basketball Rugby Hockey Netball	Leadership
Spring 1	<u>Christianity</u> Is anything ever eternal?	Health	Benjamin Britten – New Year Carol, Gospel, Bhangra	Singular and Plural Letter to penpal	Hockey Football Netball	Swimming Pupils progress through the National Swimming Awards
Spring 2	<u>Christianity</u> Easter – Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Rights and Responsibilities	Happy – Motown /Pop	Food Bookmarks for penpals	Football Basketball Netball Hockey	Badminton

Summer 1	<u>Judaism</u> Beliefs and practices	The Global Communities	You've Got A Friend- The music of Carole King	Menus Negative (ne...pas)	Cricket Rounders	Athletics
Summer 2	<u>Sikhism</u> Beliefs and practices	Relationships in Sex Education	Reflect, Rewind and Replay – Western Classical Music	Places in town Asking for directions	Cricket Rounders Sports' Day	Athletics

- In addition to weekly RE lessons all year groups are involved in Celebration Days which occur throughout the academic year. This operates on a 2-year rolling programme:

Cycle 1

Diwali (Hinduism/Sikhism) – Autumn term
Chinese New Year – Spring term
Eid (Muslim) – Summer term

Cycle 2

Prayer Wishes (Buddhism), and Hanukkah – Autumn term
Vaisakhi (Sikhism) – Spring term
St George's Day (Christianity) – Summer term