

Year 6 Long term overview of subjects.

Year 6						
	Autumn 1 Weeks 1-8	Autumn 2 Weeks 9-16	Spring 1 Weeks 17-22	Spring 2 Weeks 23-29	Summer 1 Weeks 30-33	Summer 2 Weeks 34-39
Maths	Place Value (2 Weeks) Addition, Subtraction, Multiplication and Division (5 Weeks) Consolidation (1 Week)	Fractions (4 Weeks) Ratio (2 Weeks) Algebra (2 Weeks)	Decimals (2 Weeks) Fractions, Decimals and Percentages (2 Weeks) Area, Perimeter and Volume (2 Weeks)	Statistics (2 Weeks) Shape (3 Weeks) Geometry (1 Week)	Themed projects, consolidation and problem solving.	Themed projects, consolidation and problem solving.
English Writing outcomes	Writing to persuade - letter	Writing to entertain - narrative	Writing to inform – newspaper article	Writing to entertain – character/setting description	Writing to discuss – balanced argument	Writing to inform - biography
Focus objectives (including grammar)	<p>New Sentence Curriculum Knowledge: 6.1 6.3 6.5</p> <p>- hyphen To avoid ambiguity</p> <p>Adjective order</p> <p>Compound adjectives (hyphens)</p> <p>Phrasal verbs</p> <p>How words are related by meaning as synonyms and antonyms [for</p>	<p>New Sentence Curriculum Knowledge: 6.6 6.12 6.16 6.15</p> <p>; semi-colon Between coordinated sentences In a complex list</p> <p>Adverbs of frequency</p> <p>Adverbs of degree</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes and metaphor</p>	<p>New Sentence Curriculum Knowledge: 6.4 6.9 6.10</p> <p>: colon To introduce a list To introduce information/quotations That expands/illustrates</p> <p>Use of pronoun 'that' to introduce reported speech</p> <p>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</p>	<p>New Sentence Curriculum Knowledge: 6.7 6.11 6.13</p> <p>Active & Passive voice</p> <p>Subjunctive</p> <p>Use a wide range of cohesive devices e.g. semantic cohesion (repetition of a word or phrase), adverbials and layout devices</p> <p>Use of the semicolon, colon and dash to mark the boundary between</p>	<p>New Sentence Curriculum Knowledge: 6.17 6.18</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation of bullet points to list information</p> <p>; semi-colon Between coordinated sentences</p> <p>: colon</p>	<p>New Sentence Curriculum Knowledge: 6.2 6.8 6.14</p> <p>Use range of techniques to involve the reader – comments, questions, observations</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in</p>

	<p>example, big, large, little].</p> <p>Developed use of rhetorical questions for persuasion</p>	<p>Expanded noun phrases to convey complicated information concisely e.g. the boy that jumped over the fence is over there</p>	<p>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]</p>	<p>independent clauses [for example, It's raining; I'm fed up]</p> <p>Secure independent planning across story types using 5- part structure. Include suspense, cliff-hangers, flashbacks/forwards , time slips.</p>	<p>That expands/illustrates</p>	<p>contrast, or as a consequence], and ellipsis</p>
<p>Spellings & Handwriting</p>	<p>phase 1 elision unit 1 words with elision phase 2 sound-spelling matches unit 2 words ending with /um/ spelled <m> unit 3 words ending with /ee/ spelled <e> phase 3 prefixes unit 4 words beginning with <se> unit 5 words beginning with <ad> unit 6 words beginning with variations of <ad> unit 7 words beginning with variations of <sub> phase 4 suffixes unit 8 words ending with <ate></p>	<p>Unit 9 heteronyms ending with <ate> Unit 10 words ending with <ism> Unit 11 words ending with <ably> and <ibly> Unit 12 words ending with <ise> Unit 13 words ending with <cious> and <tious> Unit 14 words ending with <cial> and <tial> Unit 15 words ending with <ance> and <ence> Unit 16 words ending with <ary></p>	<p>unit 17 words with <sym> and <syn> unit 18 words with <vers> and <vert> unit 19 words with <gen> unit 20 words with <dic> and <dict> unit 21 words with <voc> and <voke> unit 22 words with <duc> and <duct></p>	<p>Unit 23 words with <spec>, <spect> and <spic> Unit 24 words with <tain>, <ten> and <tin> Unit 25 words with <spir> Unit 26 words with <pend> and <pens> Unit 27 words with <sens> and <sent> Unit 28 words with <fy> Unit 29 words with <fac>, <fec> and <fic></p>	<p>Unit 30 words with <clos>, <clud> and <clus> Unit 31 words with <lect>, <leg> and <lig> Unit 32 words with <cap>, <ceit>, <ceive>, <cept> and <cip> Unit 33 words with <mise>, <miss> and <mit></p>	<p>Unit 34 words with <cede>, <ceed> and <cess> Unit 35 words with <pon>, <pos> and <posit> Unit 36 words with <phobia></p>
<p>Whole Class Reading</p>	<p>Ghost</p>	<p>The Island at the End of Everything</p>	<p>Clockwork</p>	<p>Once</p>	<p>Who Let The Gods Out?</p>	

Reading fluency texts	P: Invictus P: We Refugees PB: The Day War Came NF: Strange Hearts		P: Firework Night PB: My Bollywood Dream P: Geography Lesson PB: Moth NF: Charles Darwin (Evolution) NF: Friars Mill		P: Dulce et Decorum Est NF: James Chadwick PB: Rose Blanche Sp: Their Finest Hour		P: The Tyger – William Blake (LS) P: The Lost Words NF: Carl Linnaeus (LS) F: Treasure Island (extract)		P: Dear Basketball PB: The Island NF: What is OCD? S: A Change is Gonna Come (AB) NF: Rosa Parks biography (AB)		F: Oliver Twist (extract) PB: On a Beam of Light	
PSHE	Being Myself		Understanding Difference		Growth Mindset		Healthy Choices		My Relationships		Changes in Myself	
MFL	Let's visit a French town		Let's go shopping		Worldwide weather		Let's go on holiday		La musique		Three language friends	
R.E.	LS – U2.2 <i>link UC CREATION</i> Creation and Science: Complimentary or Complementary?		LS – U2.11 Why do some people believe in God and some people not?		LS – U2.7 Why do Hindus want to be good?		LS – U2.5 <i>link UC SALVATION</i> What do Christians believe Jesus did to save human beings?		LS – U2.6 <i>link UC KINGDOM OF GOD</i> For Christians, what kind of king is Jesus?		LS – U2.12 How does faith help people when life gets hard? Visit to Leicester Cathedral	
Computing (New Curriculum) NCCE	Communication and collaboration		Webpage creation		Variables in games		Introduction to spreadsheets		Sensing movement		-Online reputation -Health, wellbeing and lifestyle -Copyright and ownership - Managing online information	
Music	Music for film and television: Exploring the ways in which music can create emotion		Songs from World War II: Exploring musical processes		Rap: Exploring rhythm and lyrics		The music of Africa: Exploring pulse and rhythm		Women in music: Exploring lyrics and melody		Looking back: Performing together	
PE – PE Hub	Hockey Class Teacher	Football Class Teacher	Basketball Class Teacher	Circuits FCS	Badminton Class Teacher	Gymnastics Class Teacher	Tennis Class Teacher	Dance Class Teacher	Athletics Class Teacher	Cricket Class Teacher	Rounders Class Teacher	Swimming Class Teacher