

# YEAR 6 CURRICULUM 2015-2016

	AUTUMN (7/7 weeks)	SPRING (6/5 weeks)	SUMMER (7/6)
Topic	<b>Waterworld</b> Rivers – The Thames and rivers around the world Floods and droughts	<b>Blitz and Blackout</b> (British History) World War Two Rationing/Evacuation/Blitz/D-Day Significance of local docks	<b>Express Yourself</b> Feelings and emotions Secondary school transition Celebrating individuality and our own cultures
RE	Christian buildings /Christmas	Judaism – worship and community (Judaism) Easter	How do morals, beliefs and values influence our decision-making? (Multi-faith)
Science	Animals, including humans Living things and their habitats	Light Electricity	Evolution and Inheritance
ICT	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular
Art/DT	Painting – Hokusai The Great Wave Sculpture -	Drawing – The Blitz (chalk pastels) Textiles -	Collage – silhouettes Printmaking – Tie-dye and Batik
Music	Livin' on a prayer Benjamin Britten – A New Year Carol (Charanga Music)	Classroom Jazz 2 The Fresh Prince of Bel Air (Charanga Music) WW2 songs	Make you feel my love - Adele Express Yourself – Labyrinth Reflect, Rewind and Replay (Charanga Music)
PSHCE	Community and Safety	Relationship, Friendship and Conflict Resolution	Healthy living
PE	Games (Hockey 2) Gymnastics (Lessons 1-3) Gymnastics (9 Actions Sequences) Games (Netball 2)	Games (Volleyball) Dance (Evaluate, Refine and Develop – Sports Jam) Dance (Performance and Composition – Cheerdance) Games (Outdoor and Adventure 2)	Games( Athletics) Games (striking and Fielding) Games (Net/wall games)
French	Rigolo 2	Rigolo 2 (Lgfl)	Rigolo 2 (Lgfl)
Trips and Visits	Hautbois Maritime Museum River Thames trip	The Imperial War Museum	The Natural History Museum Chessington world of Adventures
Text Based Literacy Texts	Kensuke's Kingdom	Rose Blanche Friend or Foe	The Other Side of Truth
WC reading texts	Kensuke's Kingdom The Sea Poetry:	The Boy in the Striped Pyjamas Carrie's War	The Other Side of Truth

	The Sea Dog, The Kraken/Water Sings the Blues					
Suggested written outcomes Blue = Literacy Green = Topic/Science	Recount	Biography of Benjamin Zephaniah Formal/informal letters RE: Diary writing Christmas story	Recount	Character recount (Rose Blanche) Newspaper report (FoF)	Recount	Diary writing Newspaper report Biography / Autobiography
	Discussion	Should the family sail around the world? RE: Which church is best for praying in?	Discussion	Should women join in with the war effort?	Discussion	x
	Explanation	Water cycle How does water get to our taps? What is a flood/drought?	Explanation	x	Explanation	The Camel
	Instructions		Instructions	How to make a parallel circuit	Instructions	
	Persuasive	x	Persuasive	Dig for Victory persuasive letter	Persuasive	Persuasive letter
	Narrative	Linked to Refugee Boy	Narrative	Narrative recount	Narrative	Femi's point of View Alma The Dream Catcher The Piano
	Info. texts	Write a non-chron. report about a made up sea creature	Info. texts	Rationing	Info. texts	
	Poetry	Sea based poems: Personification, metaphor, simile Benjamin Zephaniahs poetry	Poetry	War poetry	Poetry	Feelings
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].					
Sentence	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]					
Text	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]					
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i> ]					
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /jəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency					

	<p>Words ending in –able and –ible</p> <p>Words ending in –ably and – ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>
Terminology for pupil	subject, object, active, passive , synonym, antonym , ellipsis, hyphen, colon, semi-colon, bullet points

\*For detailed information regarding the NC for your year group, see separate panning documents.