

YEAR 6 CURRICULUM 2024-25

	AUTUMN		SPRING		SUMMER	
English	Rose Blanche by Christophe Gallaz and Roberto Innocenti	Pig Heart Boy by Malorie Blackman	Windrush Child by Benjamin Zephaniah	Clockwork by Philip Pullman	Wonder by R.J. Palacio	The Graveyard Book by Neil Gaiman
Shared Reading	The Mozart Question by Michael Morpurgo Once, Then		Holes by Louis Sachar			
Maths	Number: Place Value Number: Addition, Subtraction, Number - Multiplication and Division	Number - Multiplication and Division Number – Fraction Measurement – Converting units	Number - Ratio Number - Algebra Number - Decimals	Number – Fractions, Percentages & Percentages Measurement – Area, Perimeter and Volume Statistics	Geometry: Shape Geometry – Position and Direction	Projects Consolidation Problem solving
History	Local History Study: How did conflict change our local area in WW2		The Windrush Generation		Monarchs through time	
Geography	Physical processes Earthquakes, mountains and volcanoes		1: Settlements and relationships 2: Comparison study of North America, Europe and UK		Maps and orienteering	
RE	What might the journey of life and death look like from a Christian perspective? (6 sessions)	How would Christians advertise Christmas to show what Christmas means today? (5 sessions)	Buddhism What does it mean to be a Buddhist? (6 sessions)	How does the Christian festival of Easter offer hope? (6 sessions)	Christianity How has the Christian message survived for over 2000 years? (6 sessions)	Who decides? (Version a or b) (6 sessions)
Science	Electricity Animals including humans		Animals including humans (+ water transport) Light		Living things and their habitats Evolution and inheritance	
Computing	Communication and collaboration	Web page creation	Variables in games	Spreadsheets	3D modelling	Sensing movement
Art	Drawing Block A Painting and collage Block B		Printmaking and textiles Block C 3D Block D		Painting Block E Creative Response Block F	
DT	Food and Nutrition Block A Mechanisms Block B		Food and Nutrition Block C Structures Block D		Electrical systems Block E Textiles Block F	

PSHE Jigsaw	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE Get Set 4 PE	West Ham Cricket Dodgeball		West Ham Swimming		West Ham Swimming	
MFL French	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*
Safeguarding	Online Safety in Computing Shadwell Fire station visit - Junior Citizen Fire drill training BREE project (prevent) Road safety workshop Sugar Smart campaign		Online Safety BREE project Health linked to PSHE		Online Safety Bree project RSE linked to PSHE	
Trips and Visits	Residential or trip to Gorsfield Imperial War museum.		Sir John Soane Museum Docklands Museum for Windrush		London Eye Natural History Museum	
Promotion of British Values SMSC	Rule of law – safety and well-being, being responsible Tolerance of others with different faiths or beliefs Mutual respect		Individual liberty Tolerance of those with different faiths or beliefs Mutual respect		Democracy linked to The Other Side of Truth Tolerance of others with different faiths or beliefs Mutual respect	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].					
Sentence	Use of the passive to affect the presentation of information in a sentence [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 subjunctive 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 cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis 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 clauses [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 Punctuation 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</i> , or <i>recover</i> versus <i>re-cover</i>]					
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ 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 planning documents.