

# Meadowdale Curriculum Overview Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Learning Challenge	What did the Greeks ever do for us?	Poles Apart Could you survive at the ends of the Earth?	Who is Charles Darwin and Why is he so important?	What does it take to be a master of espionage?	Why is South America sensational?	World War II: The Blitz: all we need to know about World War 2?
ENGLISH Unit Outcome	Retelling Theseus and the Minotaur  Creating own Greek myth.	Setting description from the viewpoint of an Arctic explorer.  Mini-biography of a member of Shackleton's crew.  Formal job application for a role on the Endurance.  Diary entry as chosen member of Shackletons crew.  Newspaper Report on Shackleton's rescue of his crew.  Poem about the Endurance using the structure of The Frozen Man.	Balanced Argument: Is the Theory of Evolution compatible with Christianity?  -Biography of Charles Darwin	Design a spy gadget and explain how it works.  Advertising a spy gadget.  Character description of villain from a spy story.  Setting description of villain's lair from a spy story.  Spy action scene.	Setting description of Shane's home from Way Home.  Journal entry of Francis Brandywine  Persuasive letter to the Mayor of Rio	
Grammar, Punctuation and Composition	<p><b>New learning in Year 6:</b></p> <ul style="list-style-type: none"> <li>• Passive and active voice</li> <li>• Semi colon in lists</li> <li>• Semi colon to separate independent clauses</li> <li>• Colon to introduce a list</li> <li>• Colon to separate independent clauses</li> <li>• Parenthesis – use of brackets, dashes and commas</li> <li>• Hyphens to avoid ambiguity</li> <li>• Understand that noun or adjectives can be changed into verbs by using suffixes</li> <li>• Use increasingly wide range of devices for cohesion within and across paragraphs</li> <li>• Write by précising longer passages</li> </ul>					

# Meadowdale Curriculum Overview Year 6

Edit for subject verb agreement, consistent and correct use of tenses distinguishing between language of speech and writing

Quality stimulus inc class novels	<p><b>Grammar, vocabulary and punctuation</b></p> <ul style="list-style-type: none"> <li>-Consistent use of capital letters, full stops, question marks and exclamation marks.</li> <li>-Word classes and how suffixes and pre-fixes change meaning</li> <li>-Adverbs</li> <li>-Modal verbs</li> <li>-Commas to mark clauses.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Write by précising longer passages (summarizing)</li> <li>-Paragraphs to organise ideas.</li> <li>-Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>-Varied sentence lengths for effect</li> <li>-Varied sentence starts</li> </ul>	<p><b>Grammar, vocabulary and punctuation</b></p> <ul style="list-style-type: none"> <li>-Inverted commas and associated punctuation</li> <li>-Apostrophes for omission and possession</li> <li>-Use verb tenses consistently and correctly throughout writing</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Create atmosphere through effective use of expanded noun phrases</li> <li>-Varied sentence starts</li> <li>-Paragraphs to organise ideas</li> <li>-Understanding formal/informal language</li> <li>-using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>-Direct and indirect speech</li> <li>-Structuring non-fiction writing</li> <li>-Structured editing</li> </ul>	<p><b>Grammar, vocabulary and punctuation</b></p> <ul style="list-style-type: none"> <li>-co-ordinating conjunctions</li> <li>-Subordinating conjunctions</li> <li>-Cohesive devices</li> <li>-Parenthesis (dashes/brackets/com mas)</li> <li>-Semi-colons in lists and to separate clauses</li> <li>-Varied clause structures</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Identify audience, purpose and appropriate form for writing</li> <li>-Planning skills</li> </ul>	<p><b>Grammar, vocabulary and punctuation</b></p> <ul style="list-style-type: none"> <li>-Subjunctive mood</li> <li>-Causal conjunctions</li> <li>-Active/passive voice</li> <li>-Modal verbs</li> <li>-Inverted commas and associated punctuation</li> <li>-consistent and correct use of tenses</li> <li>-Semi colon in lists</li> <li>-Semi colon to separate independent clauses</li> <li>-Colon to introduce a list</li> <li>-Parenthesis (brackets, dashes and commas)</li> <li>-Hyphens to avoid ambiguity</li> <li>-Understand that noun or adjectives can be changed into verbs by using suffixes</li> <li>-Cohesion</li> <li>-Inverted commas and associated punctuation</li> <li>-Clause structure</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>-Identify audience, purpose and appropriate form for writing</li> <li>-Expanded noun phrases, adverbial and preposition phrases for precision, detail and qualification</li> <li>-Use dialogue to convey character and advance action</li> </ul>	<p><b>Grammar, vocabulary and punctuation</b></p> <ul style="list-style-type: none"> <li>-Use co-ordinating and subordinating conjunctions (WTS)</li> <li>-Use passive and modal verbs mostly appropriately (EXS)</li> <li>-Use semi colons mostly correctly (EXS)</li> <li>-Use semi colons and colons to mark the boundary between independent clauses (GD)</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Identify audience, purpose and appropriate form for writing (EXS)</li> <li>-Vocabulary and grammatical structures that reflect the level of formality required (EXS)</li> <li>-Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs (EXS)</li> </ul>	
-----------------------------------	--	--	--	---	--	--

# Meadowdale Curriculum Overview Year 6

					<ul style="list-style-type: none"><li>-Use paragraphs to organise ideas (WTS)</li><li>-Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision (EXS)</li><li>-Create atmosphere and integrate dialogue to convey character and advance action (EXS)</li><li>-Use a wide range of clause structures, sometimes varying their position within the sentence (EXS)</li><li>-in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) (WTS)</li></ul>	
--	--	--	--	--	---	--

# Meadowdale Curriculum Overview Year 6

<p><b>Spelling and Vocabulary</b></p>	<p><b>Statutory spellings</b> -cious or -fious</p> <p>-cial or -tial</p> <p>-ant, -ance/-ancy,</p> <p>-ent, -ence/-ency</p> <p><b>Word lists</b> <b>Y5 words:</b> accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery.</p> <p><b>Y6 words</b> soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p> <p><b>Vocabulary focus</b> tributes; maze; labyrinth; minotaur; savage; slay; harbour; puny; jeered; feeble; goading; taunting; bellowed; possessed; unfurled; haste; headland; citizens; tyrant.</p>	<p><b>Statutory spellings</b> -able and -ible -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p><b>Word lists</b> <b>Y5 words:</b> committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence.</p> <p><b>Vocabulary focus</b> expedition; fraught; peril; endurance; unimaginable; exploration; sponsors; candidates; secure; practical; straits; robust; sturdy; insubordination; laborious; beset; conserve; floe; growlers; gallant; morale; treacherous; hazardous; refuge; impenetrable; grueling.</p>	<p><b>Statutory spellings</b> Hyphens to join a prefix to a root word</p> <p>Words with the ei after c</p> <p>ough</p> <p><b>Word lists</b> <b>Y5 words:</b> explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy.</p> <p><b>Vocabulary focus</b> voyage; creationism; fundamentalism; evolution theory; naturalist; botanist clergyman; geologist adaptation; traits; characteristics.</p>	<p><b>Statutory spellings</b> Silent letters</p> <p>Homophones</p> <p><b>Word lists</b> <b>Y5 words:</b> occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely.</p> <p><b>Vocabulary focus</b> espionage; clandestine; compromised; counterintelligence; covert; infiltrate; mole; sanitize.</p>	<p><b>Vocabulary focus</b> ecosystem; biome; tropical; poverty; gentrification; sanitation.</p>	<p><b>Vocabulary focus</b> Chronology; appeasement; dictator; allies; axis; Blitzkrieg; Nazi; Communist; Fascist; Commonwealth; colonies; evacuee; rationing; propaganda</p>
<p><b>Handwriting</b></p>	<p>Produce legible, joined handwriting</p>		<p>Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>			

# Meadowdale Curriculum Overview Year 6

<p><b>Quality Stimulus Including books</b></p>	<p>Percy Jackson film extracts Myths and Legends website Horrible Histories Atticus the Storyteller: 100 Greek Myths-Lucy Coates Theseus and the Minotaur Perseus and Medusa Daedalus and Icarus Pandora's Box Demeter and Her Daughter Persephone Who Let the Gods Out- Maz Evans</p>	<p>Animated film – 23 degrees, 5 minutes Survival – The Shackleton Story Shackleton's Journey- William Grill Trapped by the Ice- Michael McCurdy Clockwork-Philip Pullman</p>	<p>What Mr Darwin Saw, ( Mick Manning) Film: Darwin's Delights – Theory of Evolution</p>	<p>Film: Stormbreaker Animated film: Wallace and Gromit Cracking Contraptions Until I met Dudley-Roger McGough Stormbreaker (Antony Horowitz)</p>	<p>Way Home (Libby Haythorn) Animated film: Francis Brandywine Non-fiction books linked to South America</p>	
<p><b>Maths</b></p>	<p>Place value Addition, subtraction, multiplication, division Fractions Reasoning problems for all of the above</p>	<p>Arithmetic Fractions Geometry</p>	<p>Arithmetic Fractions Measurement Ratio Coordinates Line Graphs/pie charts</p>	<p>Shape Algebra Year 6 gaps/ revision</p>	<p>Year 6 gaps/ revision plus: Time Roman numerals M/KM</p>	<p>Investigative maths projects</p>
<p><b>Science</b></p>	<p><b>Heart, blood and circulation</b> Why do we need a healthy heart? What are the components and functions of our blood? How can we lead a healthy lifestyle?</p> <p><b>Working scientifically:</b> -I can plan different types of scientific enquires to answer questions (including recognizing and controlling variables). -I can report and present findings from enquiries in oral and written forms such as displays and other presentations.</p>	<p><b>Investigating light</b> How does light travel? How does light help us see? Why do shadows have the same shape as the objects that casts them?</p> <p><b>Working scientifically:</b> -I can plan different types of scientific enquires to answer questions (including recognizing and controlling variables). -I can report and present findings from enquiries in oral and written forms such as displays and other presentations. -I can identify scientific evidence that has been used to support or refute ideas and arguments.</p>	<p><b>Evolution and Inheritance</b> How did Darwin impact the world of science? What is fossilisation and how did it inform Darwin's Theory of Evolution? What are inherited characteristics? What is adaptation and how may it lead to evolution?</p> <p><b>Working scientifically:</b> -I can plan different types of scientific enquires to answer questions (including recognizing and controlling variables). -I can identify scientific evidence that has been</p>	<p><b>Electricity and electrical circuits</b> How does the voltage in a circuit affect the brightness of a bulb or volume of a buzzer? Can I use universal symbols to represent a simple circuit in a diagram?</p> <p><b>Working scientifically:</b> -I can plan different types of scientific enquires to answer questions (including recognizing and controlling variables). -I can report and present findings from enquiries in oral and written forms such as displays and other presentations. -I can record data and results of increasing</p>	<p><b>Living things and their habitats</b> <b>Classification</b> How and why are living things classified? Who was Carl Linnaeus? How does the Linnaean System help us to classify living things? Can I classify living things using the Linnaean System?</p> <p><b>Working scientifically:</b> -I can identify scientific evidence that has been used to support or refute ideas and arguments. -I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	

# Meadowdale Curriculum Overview Year 6

	-I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -I can explain how far I trust results found. -I can test results to make predictions to set up further comparative and fair tests.		used to support or refute ideas and arguments.	complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -I can explain how far I trust results found. -I can test results to make predictions to set up further comparative and fair tests.		
<b>Computing (e-safety runs throughout)</b>	Computing Systems and Networks – Communication  Managing Information Online (6)	Data and information Spreadsheets  Managing Information Online (5)  Online Reputation (2)  Online Bullying (2)	Programming A - Variables in Games  Privacy (6)	Creating Media – 3D Modelling  Health and Wellbeing (4)	Creating Media – Webpage Creation  Self-Image and Identity (3)  Online Relationships (4)	Programming B – Sensing  Copyright (2)
<b>RE</b>	Why do some people believe in God and some people not?	Why do Hindus want to be good (Karma/Dharma/Samsara/Moksha)?	Creation and Science: conflicting or complementary (Creation)?	What do Christians believe Jesus did to 'save' people (salvation)?	For Christians, what kind of king is Jesus (Kingdom of God)?	How do faith help people when life gets hard?
<b>History</b>	<b>Ancient Greece and its legacy</b> What did the Greeks ever do for us?	<b>The Polar Regions: Timeline of exploration/study of an explorer from the past</b> What was the Golden Age of Polar Exploration? What is the significance of Ernest Shackleton in the history of Polar exploration?				<b>World War II: The Blitz: all we need to know about World War 2?</b> -The events leading to the outbreak of World War II. -The significance of The Blitz -Life in Britain during World War 2

# Meadowdale Curriculum Overview Year 6

<b>Geography</b>		<b>Physical geography</b> Could you survive at the ends of the Earth?	<b>Charles Darwin</b> Where in the world did Darwin travel?		<b>South America - physical and human geography</b> Why is South America sensational?	
<b>Art</b>	<b>Drawing</b> Self Portrait- half face  <b>Sculpture</b> Greek vases		<b>Drawing</b> Observational drawing in the style of Darwin – mark making  <b>Painting</b> Galapagos watercolours		<b>Textiles</b> Leavers T-shirt- Batik  <b>Drawing</b> Self-portrait- full face  <b>Artist</b> Henri Rousseau – rainforest paintings	
<b>DT</b>	<b>Food and Nutrition</b> Flatbread				<b>Mechanical Systems</b> Moveable vehicles  <b>Electrical Systems</b> Alarm for moveable vehicles	
<b>PE</b>	6.3 Gym Sequences 6.3 Step to the beat 6.3 Healthy lifestyle: you are what you eat!	6.2 Dynamic Dance 6.2 Mighty Movers (Boxercise) 6.2 Healthy mind: going for goals	6.5 Nimble Nets 6.5 Cool Core (Pilates) 6.5 Healthy mind: healthy body	6.1 Invaders 6.1 Boot Camp 6.1 Healthy body: inside out	6.4 Striking and Fielding 6.4 Gym Fit Circuits 6.4 Healthy body: blood and guts	6.6 Young Olympians 6.6 Fitness Frenzy 6.6 Healthy lifestyle: germ busters!
<b>Music</b>	<b>Charanga:</b> Music and Technology  How does music bring us together?	<b>Charanga:</b> Developing Ensemble Skills  How does music connect us with our past?	<b>Charanga:</b> Creative Composition  How does music improve our world?	<b>Charanga:</b> Music Styles Connect Us  How does music teach us about our community?	<b>Charanga</b> Improvising with Confidence  How does music shape our way of life?	<b>Charanga</b> Farewell Tour!  How does music connect us with the environment?

# Meadowdale Curriculum Overview Year 6

<b>PSHE</b>	<b>Myself and My Relationships</b> My Emotions	<b>Myself and My Relationships</b> Anti-Bullying	<b>Healthy and Safer Lifestyles</b> Digital Lifestyles  <b>Health and safer Lifestyle</b> Relationship and Sex Education		<b>Health and Safer Lifestyles</b> Personal Safety	
<b>French</b>	Using a bilingual dictionary					
	Answering the register School lessons Definite article: 'l'/le/la/les' Telling the time: o'clock and half past Giving opinions Using conjunctions: 'et' and 'mais' Simple negative: 'ne..pas'  Penfriend letter exchange	Remembrance Family Adjectival agreement: size adjectives to describe masculine and feminine nouns Subject pronouns: 'il/elle' Possessive adjectives: 'mon/ma/mes' Christmas Preposition: 'dans'	Epiphany Sports/hobbies Definite article: 'l'/le/la/les' Verbs: 'jouer' and 'faire' Giving opinions: Using conjunctions: 'et' and 'mais'  Simple negative: 'ne..pas'	Penfriend letter exchange Alphabet: vowels and consonants Easter	Food and drink Ordering in a café: role play Money: Euros Counting 60-100	Countries and travel Where in the world is French spoken? National Day of France Penfriend letter exchange Transition
<b>Visits &amp; visitors/</b>	Residential	Arctic explorer				The Warning Zone