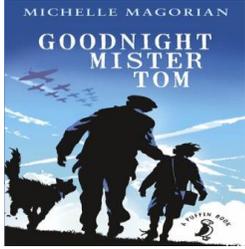
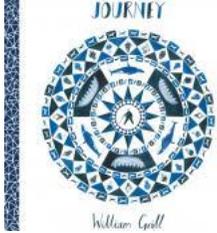
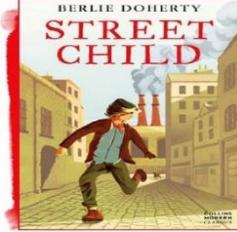
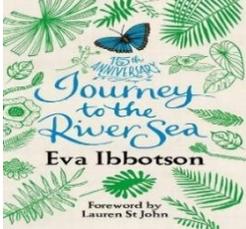


YEAR 6 CURRICULUM OVERVIEW

	Autumn Term 1 (8 Weeks)	Autumn Term 2 (7 Weeks)	Spring Term 1 (6 Weeks)	Spring Term 2 (5 Weeks)	Summer Term 1 (6 Weeks)	Summer Term 2 (7 Weeks)
English (Power of Reading)	<p>Power of Reading Goodnight Mr Tom</p>  <p>Diaries, Newspaper Reports, Poetry, Explanation.</p>	<p>Power of Reading Shackleton's Journey</p>  <p>Character Description, Letters, Newspaper Reports, Recounts.</p>	<p>Power of Reading Street Child</p>  <p>Poetry, Diaries, Persuasive Letters, Newspaper Report.</p>	<p>Power of Reading The Journey</p>  <p>Persuasive Letter, Emotive Letter, Short Story, Argument.</p>	<p>Power of Reading Journey to the River Sea</p>  <p>Poetry, Diaries, Letters, Narrative Fiction</p>	<p>Cornerstones Tomorrow's World</p>  <p>Email & Blogs, Newspaper Reports, Websites, Narratives, Podcasts.</p>
Writing	<ul style="list-style-type: none"> □ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form □ Note and develop initial ideas, drawing on reading □ Draft and write by selecting appropriate grammar and vocabulary □ In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action □ Use a range of devices to build cohesion within and across paragraphs □ Evaluate and edit by proposing changes to 	<ul style="list-style-type: none"> □ Note and develop initial ideas, drawing on reading □ In writing narratives, considering how authors have developed characters and settings in what they have heard or read. □ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form □ Draft and write by selecting appropriate grammar and vocabulary □ Use a range of devices to build cohesion within and across paragraphs □ Evaluate and edit by proposing changes to 	<ul style="list-style-type: none"> □ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form □ Note and develop initial ideas, drawing on reading □ Draft and write by selecting appropriate grammar and vocabulary □ In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action □ Use a range of devices to build cohesion within and across paragraphs □ Evaluate and edit by proposing changes 	<ul style="list-style-type: none"> □ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form □ Note and develop initial ideas, drawing on reading and research □ Draft and write by selecting appropriate grammar and vocabulary □ In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action □ Use a range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> □ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. □ Note and develop initial ideas, drawing on reading and research where necessary. □ Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. □ Evaluate and edit by assessing the effectiveness of their own and others' writing. 	<ul style="list-style-type: none"> □ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form □ Note and develop initial ideas, drawing on reading □ Draft and write by selecting appropriate grammar and vocabulary □ In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action □ Use a range of devices to build cohesion within and across paragraphs □ Evaluate and edit by proposing changes to

YEAR 6 CURRICULUM OVERVIEW



Charnock Hall Primary Academy
A L.E.A.D. Academy

	vocabulary, grammar and punctuation □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear	vocabulary, grammar and punctuation □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear		□ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear □ Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning	□ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	vocabulary, grammar and punctuation □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear
Spelling	 Y5&6 NC PoS.docx					
Speaking and Listening	□ Maintain attention and participate actively in collaborative conversations, responding to comments about the text □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Listen and respond appropriately to adults and peers □ Articulate and justify answers and opinions □ Use spoken language to develop understanding through speculating,	□ Maintain attention and participate actively in collaborative conversations, responding to comments; □ Ask relevant questions to extend their understanding and build vocabulary and knowledge; □ Listen and respond appropriately to adults and peers; □ Articulate and justify answers and opinions; □ Use spoken language to develop understanding through speculating,	□ Maintain attention and participate actively in collaborative conversations, responding to comments about the text □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Listen and respond appropriately to adults and peers □ Articulate and justify answers and opinions □ Use spoken language to develop understanding	□ Maintain attention and participate actively in collaborative conversations, responding to texts □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Articulate and justify answers and opinions □ Use spoken language to develop understanding through speculating, imagining and exploring ideas	Pupils should be taught to ask relevant questions to extend their understanding and knowledge, articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, participate in discussions, presentations, performances, role play, improvisations and debates, and consider and	Pupils should be taught to ask relevant questions to extend their understanding and knowledge, articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, participate in discussions, presentations, performances, role play, improvisations and debates, and consider and

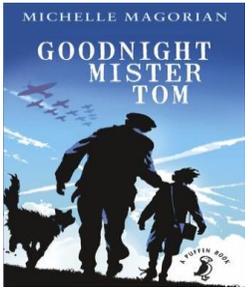
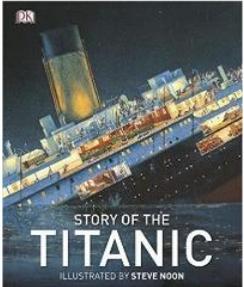
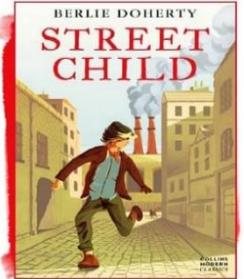
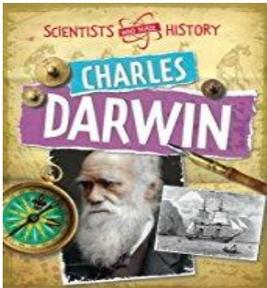
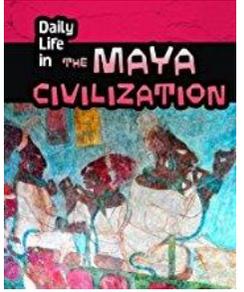
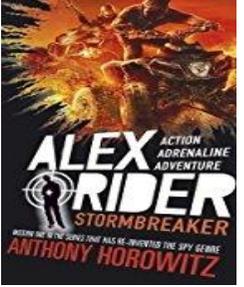
YEAR 6 CURRICULUM OVERVIEW



	<p>imagining and exploring ideas</p> <ul style="list-style-type: none"> □ Participate in discussions, presentations, performances and debates □ Consider and evaluate different viewpoints, attending to the contributions of others □ Select and use appropriate registers for effective communication □ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	<p>imagining and exploring ideas;</p> <ul style="list-style-type: none"> □ Participate in discussions, presentations, performances and debates; □ Consider and evaluate different viewpoints, attending to the contributions of others; □ Select and use appropriate registers for effective communication; □ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama. 	<p>through speculating, imagining and exploring ideas</p> <ul style="list-style-type: none"> □ Participate in discussions, presentations, performances and debates □ Consider and evaluate different viewpoints, attending to the contributions of others □ Select and use appropriate registers for effective communication □ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	<ul style="list-style-type: none"> □ Participate in discussions, presentations, performances and debates □ Consider and evaluate different viewpoints, attending to the contributions of others □ Select and use appropriate registers for effective communication □ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama □ Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>evaluate different viewpoints, attending to and building on the contributions of others.</p>
Cross-Curricular English	<p>Persuasive Writing Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Select appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning.</p>	<p>Chronological Reports Ask relevant questions to extend their understanding and knowledge.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and presentational devices</p>	<p>Explanations Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>		<p>Postcards Make comparisons within and across books.</p> <p>Predict what might happen from details stated and implied.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Assess the effectiveness of their own and others' writing.</p>	

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	<p>Assess the effectiveness of their own and others' writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>to structure text and to guide the reader.</p>			<p>Write legibly, fluently and with increasing speed choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	
Book Study	<p>Fiction Goodnight Mister Tom - Michelle Magorian</p>  <ul style="list-style-type: none"> □ Read and discuss a wide range of fiction □ Read books that are structured in different ways □ Identify and discuss themes and conventions □ Discuss understanding and explore meaning of words in context □ Ask questions to improve understanding □ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence 	<p>Non-Fiction The Story of the Titanic (DK History)</p>  <ul style="list-style-type: none"> □ Read books that are structured in different ways and reading for a range of purposes □ Identifying and discussing themes and conventions in and across a wide range of writing □ Making comparisons within and across books □ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, □ Discuss and evaluate how authors use language, including figurative 	<p>Fiction Street Child - Berlie Doherty</p>  <ul style="list-style-type: none"> □ Discuss and evaluate how authors use language □ Participate in discussions about books, building on their own and others' ideas and challenging views □ Explain and discuss their understanding of what they have read. □ Read books that are structured in different ways □ Identify and discuss themes and conventions □ Discuss understanding and explore meaning of words in context 	<p>Non-Fiction Charles Darwin (Scientists Who Made History) - Cath Senker</p>  <ul style="list-style-type: none"> □ Read books that are structured in different ways and reading for a range of purposes □ Identifying and discussing themes and conventions in and across a wide range of writing □ Making comparisons within and across books □ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, □ Discuss and evaluate how authors use language, 	<p>Non-Fiction The Maya Civilization - Nick Hunter</p>  <ul style="list-style-type: none"> □ Read books that are structured in different ways and reading for a range of purposes □ Identifying and discussing themes and conventions in and across a wide range of writing □ Making comparisons within and across books □ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, □ Discuss and evaluate how authors use language, 	<p>Fiction Stormbreaker (Alex Rider) - Anthony Horowitz</p>  <ul style="list-style-type: none"> □ Discuss and evaluate how authors use language □ Participate in discussions about books, building on their own and others' ideas and challenging views □ Explain and discuss their understanding of what they have read. □ Read books that are structured in different ways □ Identify and discuss themes and conventions

