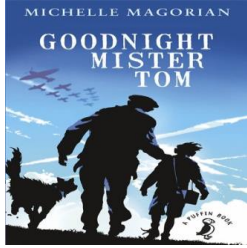
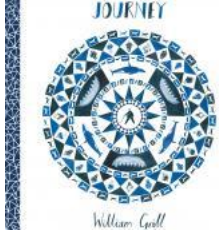
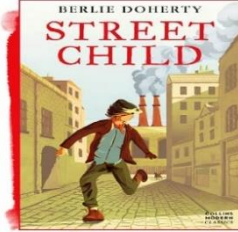
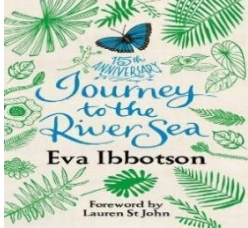



YEAR 6 CURRICULUM OVERVIEW

	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



	<p>vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear 	<p>vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> □ Proof-read for spelling and punctuation errors □ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear 		<ul style="list-style-type: none"> □ 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 	<ul style="list-style-type: none"> □ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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, 	<ul style="list-style-type: none"> □ 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, 	<ul style="list-style-type: none"> □ 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 	<ul style="list-style-type: none"> □ 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 	<p>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</p>	<p>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</p>

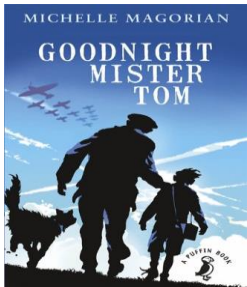
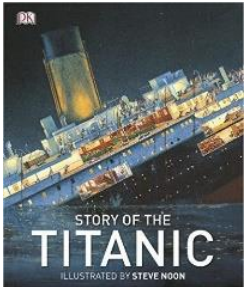
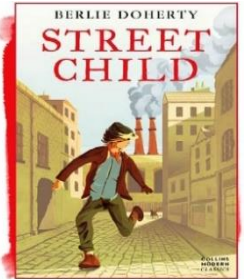
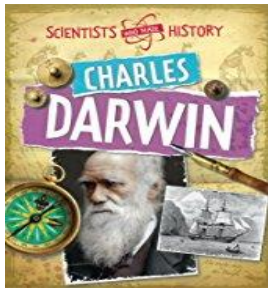
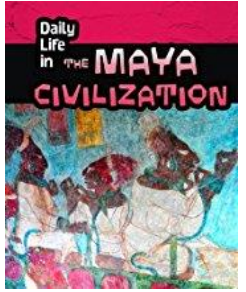
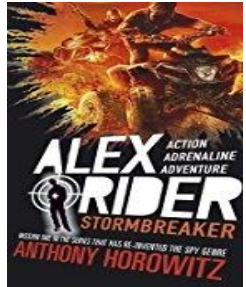
YEAR 6 CURRICULUM OVERVIEW



	<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>	

YEAR 6 CURRICULUM OVERVIEW



	<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>	
<p>Book Study</p>	<p>Fiction Goodnight Mister Tom - Michelle Magorian</p>  <p>□ 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>	<p>Non-Fiction The Story of the Titanic (DK History)</p>  <p>□ 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>	<p>Fiction Street Child - Berlie Doherty</p>  <p>□ 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>	<p>Non-Fiction Charles Darwin (Scientists Who Made History) - Cath Senker</p>  <p>□ 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>	<p>Non-Fiction The Maya Civilization - Nick Hunter</p>  <p>□ 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>	<p>Fiction Stormbreaker (Alex Rider) - Anthony Horowitz</p>  <p>□ 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</p>

