



Silverdale Primary Academy

The best in everyone™

Part of United Learning

Year 6

Curriculum Meeting

Silverdale Primary Academy

Welcome to Year 6

Miss Morgan

Mrs Golledge

Mrs Broad

Writing Overview: Year 6



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poetry Please :The Seasons – Various; If All The World Were - Joe Coelho (1 week)	Creating Narrative: Quest How To Train Your Dragon – Cressida Cowell (2 weeks)		Informative Writing: Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)			Creating a New Chapter: <u>SeaBEAN</u> – Sarah Holding (3 weeks)			Persuasion: Reducing Waste Campaign (2 weeks)	
Spring	Multi-Text Storytelling: The Arrival – Shaun Tan Poetry Link On The Move – Michael Rosen (4 weeks)				Biographies: Little Leaders - Vashti Harrison (2 weeks)		Discussion: What Is Right & Wrong?... - Michael Rosen & Annemarie Young (3 weeks)			Narrative Non-fiction: Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas (2 weeks)	
Summer	Modern Retellings: Shakespeare Mr. William Shakespeare’s Plays - Marcia Williams (3 weeks)			Journalism: Critical Literacy & Bias (3 weeks)			Class Anthology: Book of Hopes – Katherine Rundell Poetry Link (3 weeks)			Fact or Fiction: History’s Mysteries - National Geographic Kids (2 weeks)	

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Block 1: Rooftoppers	Block 4: Pig Heart Boy	Block 7: All Aboard the Empire Windrush	Block 10: Skellig	Block 13: Introduction to Dickens – Oliver Twist	Block 16: Dare to be You
Block 2: Rooftoppers	Block 5: Pig Heart Boy	Block 8: All Aboard the Empire Windrush	Block 11: Skellig	Block 14: Introduction to Dickens – Oliver Twist	Block 17: Dare to be You
Block 3: Rooftoppers & The Listeners Walter de la Mare	Block 6: How to Live Forever	Block 9: The Island	Block 12: Skellig & A Carol From Flanders Frederick Niven	Block 15: Introduction to Dickens – Oliver Twist	Block 18: Dare to be You

Agile modules: Treasure Island – Robert Louis Stephenson and The Future is in our Hands Climate Action – Georgina Stevens & Katie Rewse

Maths Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <p>Place value</p> <p>VIEW</p>	<p>Number</p> <p>Addition, subtraction, multiplication & division</p> <p>VIEW</p>					<p>Number</p> <p>Fractions</p> <p>VIEW</p>			<p>Geometry</p> <p>Position & direction</p> <p>VIEW</p>		
Spring term	<p>Number</p> <p>Decimals</p> <p>VIEW</p>	<p>Number</p> <p>Percentages</p> <p>VIEW</p>	<p>Number</p> <p>Algebra</p> <p>VIEW</p>	<p>Measurement</p> <p>Converting units</p> <p>VIEW</p>	<p>Measurement</p> <p>Perimeter, area & volume</p> <p>VIEW</p>	<p>Number</p> <p>Ratio</p> <p>VIEW</p>	<p>Consolidation</p>					
Summer term	<p>Statistics</p>	<p>Geometry</p> <p>Properties of shape</p>	<p>Consolidation & themed projects</p>									

Wider Curriculum History Overview

United Curriculum: History



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me & Look at Me [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p>Me and my world [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p>My heroes [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p>My family history [Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p>Local history: community & family</p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p>European history: Prehistoric Britain [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>North American history: Ancient Maya</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p>European history: Ancient Rome</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>European history: Settlement by Anglo-Saxons [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p>On the move [Spr1]</p> <p>Exploring occupations related to transport</p> <p>On the farm [Spr2]</p> <p>Exploring occupations related to farming</p>	<p>Castles, knights and dragons [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p>How did people travel in the past?</p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p>Great Fire of London [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p>African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p>Asian history: Early Islamic Civilisation</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p>European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p>European history: Viking age [Spr 2]</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>
Summer		<p>Where we live [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p>Where did people live in the past?</p> <p>How homes looked different in the past, using pictures and videos</p>	<p>Comparison of explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p>European history: Ancient Greece [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p>European history: Local History</p> <p>Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?</p>	<p>Global history: Quest for knowledge [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p>Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>

United Curriculum: Geography



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me / Look at Me The house and street I live on</p> <p>It's getting cold / Bears Weather and habitats around the world</p> <p>Polar express / Special days Polar habitats</p>		<p>Here I am [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p>Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p>United Kingdom [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region</p>	<p>Brazil Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements</p>	<p>Investigating world trade Understanding the distribution of the world's natural resources and these are traded between places across the world</p>	<p>Improving the environment [Aut 2] Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment</p>
Spring		<p>Spring in our step Weather and wildlife in winter and spring</p>	<p>Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p>Hot and cold deserts [Spr 1] Locating hot and cold deserts, and identifying common physical and human features</p>	<p>Investigating mountains and volcanoes Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>	<p>Tropical rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>	<p>Investigating water Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn</p>	<p>On the move [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK</p>
Summer	<p>All creatures great and small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p>Where we live Picture maps and plan views, simple human and physical features</p> <p>Science detectives Comparing our community with settlements in Kenya</p>	<p>There you are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p>	<p>Rivers, seas and oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	<p>Looking at Europe [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p>	<p>Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>	<p>Climate across the world [Sum 1] Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming</p>	<p>I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation</p>

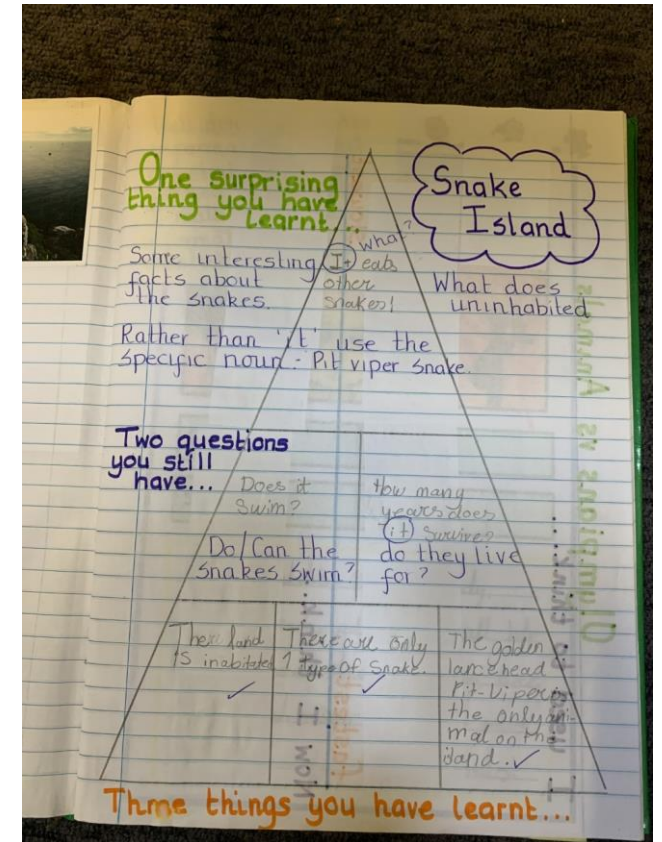
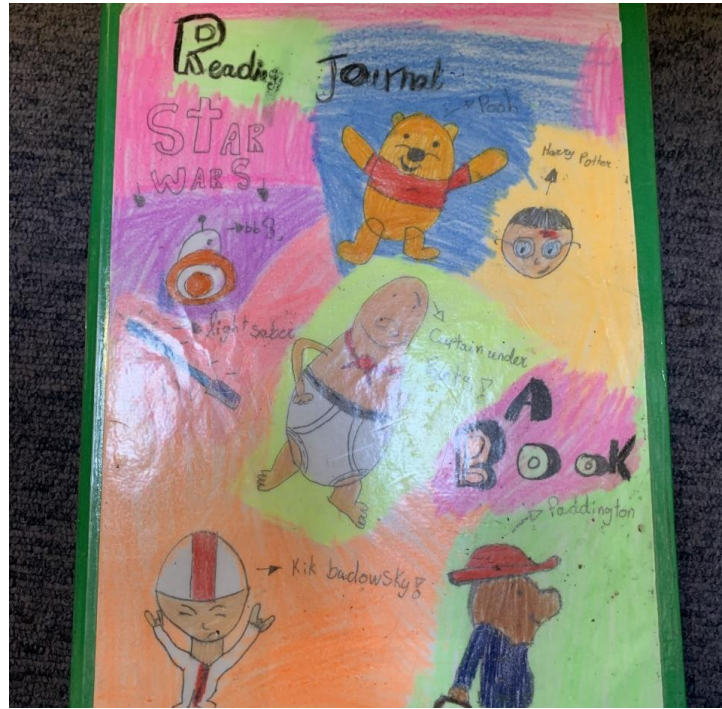
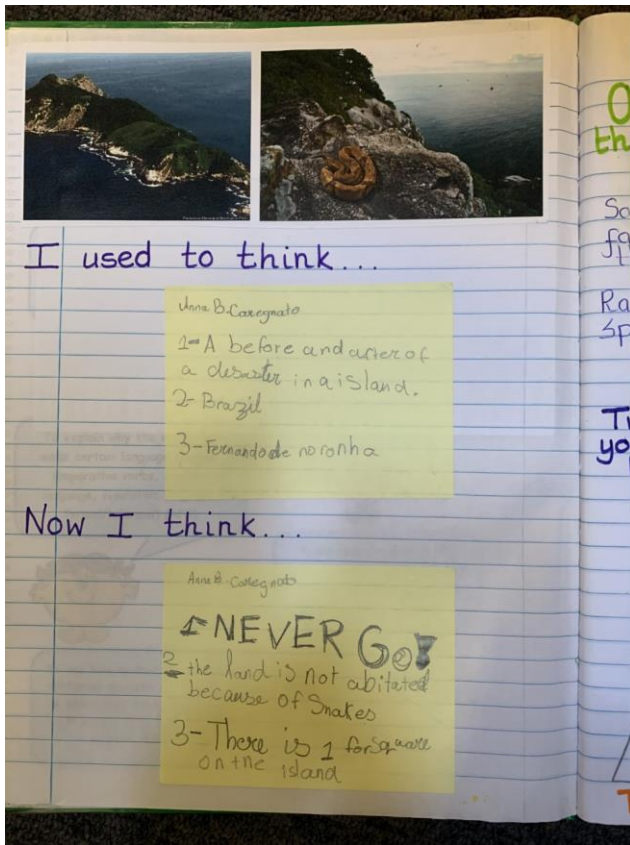
Most of the case studies used come from the UK, Europe, North or South America, as per the requirements of the National Curriculum. However, teachers may choose to change the highlighted case studies to reflect the interests or backgrounds of your pupils.

United Curriculum: Science



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	It's getting cold outside / Bears Weather where we live, habitats where bears live		BIOLOGY Plants Identifying and naming common plants and describing basic structures	BIOLOGY Plant growth Plants grow from seeds, and require water, light and a suitable temperature	CHEMISTRY Rocks Comparisons of types of rocks and how fossils are formed	BIOLOGY Classifying organisms Introduction to classifying animals and their environment	CHEMISTRY Separating mixtures Identifying and separating mixtures; reversible and non-reversible changes	PHYSICS Electricity Investigating variations in series and parallel circuits, and how electricity is generated
Autumn 2	Polar express / Special days Melting and freezing; natural and artificial materials		BIOLOGY / PHYSICS Seasonal changes Observing changes across four seasons and describing associated weather	BIOLOGY Needs of animals Animals need water, food and air to survive and to have offspring	PHYSICS Light Relationship between light and how we see; the formation of shadows	BIOLOGY Food & digestion The human digestive system and simple food chains	BIO / CHEM / PHYSICS Energy Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	BIOLOGY Evolution Fossils; introduction to the idea that adaptation may lead to evolution
Spring 1	On the Move / Toys Exploring pushes, pulls and magnets		CHEMISTRY Everyday materials Distinguishing objects from their material, and describing simple properties	CHEMISTRY Uses of materials Comparisons of an object's material with its use; impact of bending, twisting on solid objects	BIOLOGY Organisms The role of muscles and skeletons; the importance of nutrients	CHEMISTRY Particle model and states of matter States of matter in relation to particle arrangement	BIOLOGY Life cycles Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes	PHYSICS Light How light travels and is reflected, and how this allows us to see
Spring 2	On the Farm / Food Glorious Food Life cycles of farm animals and plants	Spring in our step Wildlife and weather in spring and winter; habitats around our school	Consolidation and review	BIOLOGY Living things & habitats Introduction to habitats, micro-habitats, and simple food chains	BIOLOGY Plants Features of flowering plants and what they need to survive	PHYSICS Sounds Relationship between strength of vibrations and volume of sound	BIOLOGY Human development Human development to old age	BIOLOGY Further classification Further classification of organisms based on characteristics
Summer 1	Once upon a time 1 / 2 Properties of materials and exploring mixtures		BIOLOGY Animals Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	CHEMISTRY Solids, liquids and gases How the same substances can exist as solids, liquids and gases	PHYSICS Forces & motion Introducing pushes and pulls; opposing forces, and balanced forces	PHYSICS Electricity Simple series circuits	PHYSICS Forces Gravity, air and water resistance and friction; introduction to pulleys	BIOLOGY Functions of the human body Human circulatory system; transport of nutrients within the body
Summer 2	All creatures great and small 1 / 2 Life cycles of animals in trop. rainforests, sea, and grasslands	Science detectives Properties of materials and habitats around the world	BIOLOGY Humans Human body parts and senses	Consolidation and review	PHYSICS Magnetism Contact and non-contact forces, including friction and magnetism	CHEMISTRY Properties of materials Considering physical and chemical properties	PHYSICS Earth and space Movements of planets and the Moon, and relationship to day and night	CHEMISTRY Physical and chemical changes Identifying physical and chemical changes





The Reading Journal

Why Reading Journals?

- The purpose of a reading journal is to encourage a love of reading and a passion for books.
- To increase the engagement in texts.
- It is a special place to record their thoughts, feelings and responses to the texts they are reading.

Expectations at Home

- It is expected that your child will read at home (or be read to) every day for approximately 15 minutes as a guideline.
- Please date and sign the reading log at the back of the reading journal on a daily basis to acknowledge that your child has read at home.
- Choose one activity each week to complete at home. This should be returned on Thursday.

Year 6 General Information

- P.E days are Tuesdays and Wednesdays. As the weather is now becoming unpredictable, please ensure children have both outdoor and indoor kit available in school.
- Home learning will be put on the Sway page on Friday and should be returned the following Friday.
- Children only require a mobile phone in school if they are walking to/from school without an adult. They should be turned off when the children enter school premises and will not be turned back on until they leave the school gate at the end of the day.