ASHTON KEYNES
Annual Shine Curriculum Overview - 2023-24
Class: 6
Teacher: Mr Hockaday
TAs: Miss Harrold and Mrs Dickson

| Annual Shine Curriculum Overview - 2023-24 |  |  | Class: 6 Teacher: Mr Hockaday TAs: Miss Harrold and |  | Mrs Dickson Term 5 (5) |  |
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| Subject | Term 1 (7.5) | Term 2 (7) | Term 3 (6) | Term 4 (6) |  | Term 6 (7.5) |
| Themes | Floodland | Kensuke's Kingdom | Holes | When the Sky Falls | World Awareness Week Y6 residential | Running on Empty Alma |
| Christian Value | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| English | Diary entries NCR Character descriptions | Diary entries Narrative Poetry | Letter writing Newspapers Biographies | Persuasive letters Balanced arguments Narrative | Y6 SATs prep and Grammar focus <br> Formal writing - letters <br> Balanced arguments <br> Year 6 writing portfolio | Dystopic stories Alma- suspense stories |
| GPS | Range of sentence structures- complex, simple, compound <br> Relative embedded and embedded clauses <br> Off, of, there, their and they're <br> Different sentence structures for variety <br> Short iy sound <br> Long vowel sound I <br> Year 5-6 spelling words <br> Oa sound spelled ou or ow | Apostrophes <br> Semi colons, colons Parenthesis Passive and active voice <br> Soft c spelt ce Ful suffix Cial and tial suffix Year 5-6 spelling words | Range of sentence structures- complex, simple, compound <br> Relative embedded and embedded clauses Different sentence structures for variety <br> Different word classes. <br> Year 5-6 spelling words <br> Words with unstressed vowel sounds Words with the $f$ sound spelled ph <br> Prefixes dis, un, over and im. | SATS grammar recap <br> Speech punctuation Passive and active voice <br> Subjunctive <br> Formal writing styles Prefix -over Suffix ably Suffix ible <br> Suffix ibly <br> Suffixes er, or and ar Words from other languages Year 5-6 spelling words | Formal writing styles Passive and active voice <br> Words starting acc Words ending in ence and ent Year 5-6 spelling words | Ad jectives to describe determination Ad jectives to describe characters Ad jectives to describe settings Grammar vocabulary |
| Maths | Place Value Addition and subtraction Multiplication and Division | Addition and subtraction Multiplication and Division Fractions | Ratio Algebra Decimals | Fractions, decimals and percentages Area and perimeter Statistics | SATs revision and prep (Y6) | Geometry Position and direction |
| Science | Forces | Space | Properties of materials | Animals induding humans Life cydes | Reproduction | Reversible and irreversible changes |
| Computing | Computing systems and networks Communication and collaboration. | Creating media - Web page creations | Programming A - Variables in games | Data and information - Spreadsheets | Creating media - 3D Modelling | Programming B - Sensing |
| History |  |  | Anglo-Saxons and Vikings |  | Benin |  |
| Forest School | Climate change See skills on Forest School progression document |  |  |  |  |  |
| Geography |  |  |  |  | In depth study |  |
| RE | What is the best way for a Muslim to show commitment to God? | Incarnation: was Jesus the Messiah? (digging deeper) | Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? | Salvation: what difference does the resurrection make to Christians? | How do Hadith guide Muslims through the journey of life? | Creation and fall: creation and science: conflicting or complementary? (Y6) |
| Art | Specialist teacher - drawing Developed Layering/combination of all |  | Specialist teacher - painting Post-impressionism foundation |  | Specialist teacher - sculpture Post-impressionism development |  |
| Design Technology | Come dine with me <br> Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process. |  | Automata toys <br> Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements. |  | Steady hand games <br> Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard |  |
| PE | Mr Tanner (consolidate) and Fencing | Mr Tanner - football (consolidate) | Mr Tanner- health related fitness/ gymnastics/ dance (consolidate) | Mr Tanner-hockey/ tennis (consolidate) | Mr Tanner- athletics (consolidate) | Mr Tanner- striking and batting (consolidate) Sports week |
| Music <br> Class composer <br> - Hildegard <br> von Bingen | Watery music - graphic scores and composition and graphic scores Developing melodic phrases | How does music connect us with our past? Understanding structure and form. | How does music improve our world? Gaining confidence through performance | How does music teach us about our community? Exploring notation further. | How does music shape our way of life? Using chords and structure | How does music connect us with the environment? Respecting each other through composition |
| RSHE |  | Goodness and Mercy - Relationships Making good boundaries <br> Anti-bullying week - 'Speak out stay safe \& Don't be scared, be prepared' Cyber bullying E-safety |  | KS2 Relationships - family | Health - Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs | Sex Education: Attraction: how do people have sex? This lesson links to puberty which is taught in Health Education and Science: The impact of sexual intercourse on people's emotional, spiritual and mental wellbeing Conception, gestation and the responsibility of a baby |
| PSHE | New beginnings <br> This focuses on establishing a constructive learning environment based on principles from previous years. Pants' rule, E-safety | Cetting on, falling out This focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk. | Going for gold <br> This focuses on exploring choices that have to be made regarding money, developing concepts of saving, budgeting and earning money | Relationships <br> This focuses on dealing with sensitive issues such as loss, self-image, stereotyping and media influence. It looks at choices people make and their consequences. | Good to be me This focuses on managaing rish and building resilience as well making choices and decisions around drugs and work/life balance. | Changes <br> This focuses on exploring transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'. |
| French | French phonics 1,2 and 3 | Habitats | Le Weekend | Planets | At School | Me in the world |
| Wow Events | Forest School | Forest School | Forest School Fair Trade Fortnight World Water Day | Forest School Fair Trade Fortnight | Year 6 residential <br> Forest School World refugee day | Y5 \& 6 production Forest School Sports week Y6 Leavers service |


| Assembly for Parents |  |  |  |  |  | Year 6 leavers |
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| Community Links |  |  |  | Mock Trials |  |  |
| SMSC | Learning Metaphor Forest School Golden Years Harvest | Christingle Christmas Service Forest School | Forest School | Mock Trials Easter Service Forest School | World Awareness Week Y6 Residential Forest School | Y6 Leavers Church service Forest School |

