



**Curriculum Overview for Parents**  
**2024-2025**

Year Group:	6
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**English**

<b>Term</b>	<b>Key Texts / Topics</b>	<b>What We Are Learning</b>
Autumn	<ul style="list-style-type: none"><li>- PGL</li><li>- Kensuke's Kingdom</li><li>- The Three Little Pigs</li><li>- Should We Save the Tiger?</li></ul>	<ul style="list-style-type: none"><li>- Diary entries</li><li>- Leaflets</li><li>- Newspaper with bias</li><li>- Discussion text</li></ul>
Spring	<ul style="list-style-type: none"><li>- The Invention of Hugo Cabret</li><li>- Macbeth</li><li>- The Man Who Walked Between the Towers</li></ul>	<ul style="list-style-type: none"><li>- Persuasion</li><li>- Alternative opening story opening</li><li>- Poetry</li><li>- Biography</li></ul>
Summer	<ul style="list-style-type: none"><li>- Sherlock Holmes</li><li>- Hybrid animals</li></ul>	<ul style="list-style-type: none"><li>- Persuasive letters</li><li>- Non-Chronological report</li></ul>

**Maths**

<b>Term</b>	<b>Key Topics</b>	<b>What We Are Learning</b>
Autumn	Number: Place value	Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10 Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers
		Step 1 Add and subtract integers



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	<p>Calculation: Addition, subtraction, multiplication and division</p> <p>Fractions A and B</p>	<p>Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division Step 12 Long division with remainders Step 13 Solve problems with division Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation Step 17 Reason from known facts</p> <p><b>Step 1 Equivalent fractions and simplifying</b> <b>Step 2 Equivalent fractions on a number line</b> <b>Step 3 Compare and order (denominator)</b> <b>Step 4 Compare and order (numerator)</b> <b>Step 5 Add and subtract simple fractions</b> <b>Step 6 Add and subtract any two fractions</b> <b>Step 7 Add mixed numbers</b> <b>Step 8 Subtract mixed numbers</b> <b>Step 9 Multi-step problems</b></p> <p><b>Step 1 Multiply fractions by integers</b> <b>Step 2 Multiply fractions by fractions</b> <b>Step 3 Divide a fraction by an integer</b></p>
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		<p>Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns</p>
	Decimals	<p>Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context</p>
	Fractions, Decimals and Percentages	<p>Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values</p>
	Area, Perimeter and Volume	<p>Step 1 Shapes - same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle</p>



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	Statistics	<p>Step 6 Area of a parallelogram Step 7 Volume - counting cubes Step 8 Volume of a cuboid</p> <p>Step 1 Line graphs Step 2 Dual bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages Step 5 Draw pie charts Step 6 The mean</p>
Summer	Shape  Geometry: Position and Direction	<p>Step 1 Measure and classify angles Step 2 Calculate angles Step 3 Vertically opposite angles Step 4 Angles in a triangle Step 5 Angles in a triangle – special cases Step 6 Angles in a triangle – missing angles Step 7 Angles in quadrilaterals Step 8 Angles in polygons Step 9 Circles Step 10 Draw shapes accurately Step 11 Nets of 3-D shapes</p> <p>Step 1 The first quadrant Step 2 Read and plot points in four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Reflections</p>



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	Themed Projects, Consolidation and Problem Solving	
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Science

Term	What We Are Learning
Autumn	<p>Light</p> <ul style="list-style-type: none"><li>• Recognise that light appears to travel in straight lines</li><li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect into the eye</li><li>• Explain that we see things because light travels from light sources into our eyes or from light sources to objects and then to our eyes</li><li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li></ul> <p>Electricity</p> <ul style="list-style-type: none"><li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li><li>• Use recognised symbols when representing a simple circuit in a diagram</li></ul>
Spring	<p>Animals Including Humans</p> <ul style="list-style-type: none"><li>• Identify and name the main parts of the circulatory and describe the functions of the heart, blood vessels and blood</li><li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>• Describe the ways in which nutrients and water are transported within animals, including humans</li><li>• <i>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (LT)</i></li><li>• <i>Give reasons for classifying plants and animals based on specific characteristics (LT)</i></li></ul> <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"><li>• Describe how living things are classified into broad groups according to common observable characteristics and based</li></ul>



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	<p>on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> <li>• <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (E&amp;I)</i></li> <li>• <i>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (E&amp;I)</i></li> <li>• <i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (E&amp;I)</i></li> </ul>
Summer	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>

### Geography

Term	Topics	What We Are Learning
Autumn	North America	<p><b>Settlement and migration:</b></p> <ul style="list-style-type: none"> <li>• to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>North America:</b></p> <ul style="list-style-type: none"> <li>• to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and</li> </ul>



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		<ul style="list-style-type: none"> <li>a region within North or South America.</li> <li>to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
Spring	Resources and Sustainable Living	<p><b>Natural resources:</b></p> <ul style="list-style-type: none"> <li>to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Sustainable living:</b></p> <ul style="list-style-type: none"> <li>to deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>begin to explain how the Earth's features at different scales are shaped, interconnected and change over time.</li> <li>understand what sustainability means</li> <li>calculate their carbon footprint</li> <li>consider global futures</li> </ul>
Summer	Trade and Economic Activity	<p><b>Trade and economic activity:</b></p> <ul style="list-style-type: none"> <li>to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

### History

Term	Topics	What We Are Learning
Autumn	Early Islamic Civilisation	<p>How does The Early Islamic Civilisation compare to Europe in 1000CE?</p> <p>What can we learn about the founder of Islam?</p> <p>Why did Islam spread so far and so quickly?</p> <p>How did goods and ideas move around The Early Islamic</p>



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		Civilisation? What was significant about Baghdad? Who were the citizens of Baghdad? What caused the end of The Early Islamic Civilisation in Baghdad?
Spring	Influence of the Battle of Britain	What events led to the outbreak of World War 2? How did the choices of the British government impact the events of war? What was the Battle of Britain? How did Churchill use events to influence public opinion? How did morale on the home front change following the Battle of Britain? What lasting impact did the Battle of Britain have on the world and what actions have been taken since to prevent it from happening again?
Summer	Our Industrial Roots	How has technology changed from the Victorian times to now? What was the impact of the Industrial Revolution? How did the Industrial Revolution affect London? Why was Crystal Palace significant? How has East Croydon station differed over the last 100 years? How did the Industrial Revolution influence the start if of the Digital Revolution?

**Art & Design / DT**

<b>Term</b>	<b>Projects</b>
Autumn	Basquiat
Spring	Animal Collages
Summer	Pop Art



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**PSHE / RSE**

<b>Term</b>	<b>Focus Areas</b>
Autumn	What makes a good learner? What makes a good friend? How can I manage my feelings? How can my actions affect others? Celebrating differences How can I resolve conflict? Where do I belong?
Spring	How can we look after other living things? What effect do we have on our environment? Mental Health Week Safer Internet Day What/who helps to keep me safe online/in the community? How do I keep myself safe? Keeping Safe Week
Summer	What does being healthy mean and what can I do to keep myself healthy? How can I regulate my emotions? How can I take care of myself including online? How can I cope with change and loss? My Money Week What happens when we grow up? How do I manage change?

**Computing**

<b>Term</b>	<b>Topics</b>	<b>Skills We Are Learning</b>
Autumn	<ul style="list-style-type: none"> <li>Computing systems and networks – Communication and Collaboration</li> </ul>	-I can explain that the way a variable changes can be defined - I can identify examples of information that is variable - I can identify that variables can hold numbers or letters -I can explain that a variable has a name and a value



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	<ul style="list-style-type: none"><li>• Creating media – Web Page Creation</li></ul>	<ul style="list-style-type: none"><li>- I can identify a program variable as a placeholder in memory for a single value</li><li>- I can recognise that the value of a variable can be changed</li><li>- I can decide where in a program to change a variable</li><li>- I can make use of an event in a program to set a variable</li><li>- I can recognise that the value of a variable can be used by a program</li><li>- I can choose the artwork for my project</li><li>- I can create algorithms for my project</li><li>- I can explain my design choices</li><li>- I can choose a name that identifies the role of a variable</li><li>- I can create the artwork for my project</li><li>- I can test the code that I have written</li><li>- I can identify ways that my game could be improved</li><li>- I can share my game with others</li><li>- I can use variables to extend my game</li></ul> <ul style="list-style-type: none"><li>- I can collect data</li><li>- I can enter data into a spreadsheet</li><li>- I can suggest how to structure my data</li><li>- I can apply an appropriate format to a cell</li><li>- I can choose an appropriate format for a cell</li><li>- I can explain what an item of data is</li><li>- I can construct a formula in a spreadsheet</li><li>- I can explain which data types can be used in calculations</li><li>- I can identify that changing inputs changes outputs</li><li>- I can apply a formula to multiple cells by duplicating it</li><li>- I can calculate data using different operations</li><li>- I can create a formula which includes a range of cells</li><li>- I can apply a formula to calculate the data I need to answer questions</li><li>- I can explain why data should be organised</li><li>- I can use a spreadsheet to answer questions</li></ul>
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		<ul style="list-style-type: none"> <li>- I can produce a chart</li> <li>- I can suggest when to use a table or chart</li> <li>- I can use a chart to show the answer to questions</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Programming A – Variables in Games</li> <li>• Data and information – Introduction to spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain that the way a variable changes can be defined</li> <li>- I can identify examples of information that is variable</li> <li>- I can identify that variables can hold numbers or letters</li> <li>- I can explain that a variable has a name and a value</li> <li>- I can identify a program variable as a placeholder in memory for a single value</li> <li>- I can recognise that the value of a variable can be changed</li> <li>- I can decide where in a program to change a variable</li> <li>- I can make use of an event in a program to set a variable</li> <li>- I can recognise that the value of a variable can be used by a program</li> <li>- I can choose the artwork for my project</li> <li>- I can create algorithms for my project</li> <li>- I can explain my design choices</li> <li>- I can choose a name that identifies the role of a variable</li> <li>- I can create the artwork for my project</li> <li>- I can test the code that I have written</li> <li>- I can identify ways that my game could be improved</li> <li>- I can share my game with others</li> <li>- I can use variables to extend my game</li> <li>- I can collect data</li> <li>- I can enter data into a spreadsheet</li> <li>- I can suggest how to structure my data</li> <li>- I can apply an appropriate format to a cell</li> <li>- I can choose an appropriate format for a cell</li> <li>- I can explain what an item of data is</li> <li>- I can construct a formula in a spreadsheet</li> <li>- I can explain which data types can be used in calculations</li> </ul>



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		<ul style="list-style-type: none"> <li>- I can identify that changing inputs changes outputs</li> <li>- I can apply a formula to multiple cells by duplicating it</li> <li>- I can calculate data using different operations</li> <li>- I can create a formula which includes a range of cells</li> <li>- I can apply a formula to calculate the data I need to answer questions</li> <li>- I can explain why data should be organised</li> <li>- I can use a spreadsheet to answer questions</li> <li>- I can produce a chart</li> <li>- I can suggest when to use a table or chart</li> <li>- I can use a chart to show the answer to questions</li> </ul>
<p>Summer</p>	<ul style="list-style-type: none"> <li>• Creating media - 3D Modelling</li> <li>• Programming B – Sensing Movement</li> </ul>	<ul style="list-style-type: none"> <li>- I can add 3D shapes to a project</li> <li>- I can move 3D shapes relative to one another</li> <li>- I can view 3D shapes from different perspectives</li> <li>- I can lift/lower 3D objects</li> <li>- I can recolour a 3D object</li> <li>- I can resize an object in three dimensions</li> <li>- I can duplicate 3D objects</li> <li>- I can group 3D objects</li> <li>- I can rotate objects in three dimensions</li> <li>- I can accurately size 3D objects</li> <li>- I can combine a number of 3D objects</li> <li>- I can show that placeholders can create holes in 3D objects</li> <li>- I can analyse a 3D model</li> <li>- I can choose objects to use in a 3D model</li> <li>- I can combine objects in a design</li> <li>- I can construct a 3D model based on a design</li> <li>- I can explain how my 3D model could be improved</li> <li>- I can modify my 3D model to improve it</li> </ul> <ul style="list-style-type: none"> <li>- I can apply my knowledge of programming to a new environment</li> <li>- I can test my program on an emulator</li> </ul>



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		<ul style="list-style-type: none"> <li>- I can transfer my program to a controllable device</li> <li>- I can determine the flow of a program using selection</li> <li>- I can identify examples of conditions in the real world</li> <li>- I can use a variable in an if, then, else statement to select the flow of a program</li> <li>- I can experiment with different physical inputs</li> <li>- I can explain that checking a variable doesn't change its value</li> <li>- I can use a condition to change a variable</li> <li>- I can explain the importance of the order of conditions in else, if statements</li> <li>- I can modify a program to achieve a different outcome</li> <li>- I can use an operand (e.g. &lt;=&gt;) in an if, then statement</li> <li>- I can decide what variables to include in a project</li> <li>- I can design the algorithm for my project</li> <li>- I can design the program flow for my project</li> <li>- I can create a program based on my design</li> <li>- I can test my program against my design</li> <li>- I can use a range of approaches to find and fix bugs</li> </ul>
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**Music**

<b>Term</b>	<b>Focus / Experiences</b>
Autumn	Harvest Festival Christmas Carol Concert Inspirational Artists Mendelsshon – Hebride's Overture
Spring	Music of WW2 Film Music
Summer	Baroque Leavers Song Production