

St Mark's Church of England Primary School Curriculum Overview 2024 – 25



Year 6

Year 6	The Amazon	Crime and Punishment	Southampton at War – WW2	Southampton at War – WW2	Shakin' up Shakespeare	World of Fashion
Cultural Capital Development Opportunities	Fairthorne Manor Trip (Adventurous Activities) RE religious visitor Local Author Poetry Workshop	Electricity Visit – Morgan and Sindall RE: Rev Kathy visit	Junior Doctor Visit WW2 artefacts workshop Mosque Trip	Paramedic Visit	Young Shakespeare Company Performance	Transition
Quality literature	Wonder Rainforest Calling Linnaeus: Organising Nature (NF) Animalium (NF)	Holes Highwayman	Once Rose Blanche (German Perspective)	Anne Frank's Diary (NF) Technology in the Battle of Britain (NF)	Macbeth Romeo and Juliet Shakespeare's Sonnets The Mole, The Boy and the Horse	
T4W Fiction	-Writing a survival story from a Wonder character's perspective	-Setting description -Fictional love letters	-First hand recount (Rose Blanche)	Flashback - The Piano	-Setting Descriptions (The Heath) - Monologue of Friar Lawrence -Narrative of Romeo and Juliet scene	
Grammar focus	Focus on AfL from cold task and review year 5 elements: - using semicolons, colons or dashes to mark boundaries between independent clauses -using brackets, dashes or commas to indicate parenthesis	Focus on AfL from autumn 1. -Review sentence types: question, exclamation, statement and command. -use further cohesive devices such as grammatical connections and adverbials (prepositional phrases)	Focus on AfL from the autumn term. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (apply a range of clause structures)	Focus on AfL from the autumn term and spring 1. - selecting appropriate grammar and vocabulary, understanding how such choices can change and	-Focus on AfL from autumn and spring terms.	Consolidation of all Year 6 Grammar targets in preparation for Year 7

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	<ul style="list-style-type: none"> -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) -using expanded noun phrases to convey complicated information concisely -Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences. -using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> -Identification and use of subordination -Use of figurative language to create atmosphere 	<ul style="list-style-type: none"> -use further cohesive devices such as grammatical connections and adverbials -using the perfect form of verbs to mark relationships of time and cause -Use of figurative language to create atmosphere 	<ul style="list-style-type: none"> enhance meaning (apply a range of clause structures) -use further cohesive devices such as grammatical connections and adverbials - using commas and hyphens to clarify meaning or avoid ambiguity 		
T4W Non-Fiction	Non-Chronological reports <ul style="list-style-type: none"> -formal/informal letters -Diary Entries 	Twisted Tales Newspaper <p>Persuasion – do you want to be a Highwayman?</p>	<ul style="list-style-type: none"> -Letters/diary entries from different wartime perspectives. -Non chronological Report 	Wartime Speeches <p>Rose Blanche diary entries</p>	Diaries <p>Instructions - How to get away with Murder</p> <p>Non-chronological Report</p>	
Grammar focus	<p>Apply all Year 5 grammatical features from Autumn 1.</p> <ul style="list-style-type: none"> -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -recognise the differences in informal and formal language -using brackets, dashes or commas to indicate parenthesis -Use a range of devices to build cohesion, including adverbials, 	<p>Focus on AfL from Autumn 1.</p> <ul style="list-style-type: none"> -recognising vocabulary and structures (complex sentences) that are appropriate for formal speech and writing, including subjunctive forms -Active and passive voice: using passive verbs to affect the presentation of information in a sentence including the use of direct/reported speech 	<p>Focus on AfL from the autumn term.</p> <ul style="list-style-type: none"> -Active and passive voice: using passive verbs to affect the presentation of information in a sentence including the use of direct/reported speech -using modal verbs or adverbs to indicate degrees of possibility -Application of varied sentence structures including using semicolons, colons or dashes to 	<p>Focus on AfL from autumn and spring 1.</p> <ul style="list-style-type: none"> -Hyphenated words -using further organisational and presentational devices to structure text and to guide the reader -using brackets, dashes or commas to indicate parenthesis -Use a range of sentence structures including 	<p>Focus on AfL from autumn and spring terms.</p>	<p>Consolidation of all year 6 Grammar targets in preparation for Year 7.</p>

	<p>prepositions and conjunctions (time and cause) within multi-clause sentences.</p> <ul style="list-style-type: none"> - using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list and punctuate bullet points consistently - using commas and hyphens to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> -Review sentence types: question, exclamation, statement and command. -Conditional and Hypothetical sentences -Extending use of Technical vocabulary 	<p>mark boundaries between independent clauses</p> <ul style="list-style-type: none"> -Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences. 	<p>subordination and relative clauses.</p> <ul style="list-style-type: none"> -using modal verbs or adverbs to indicate degrees of possibility -Active and passive voice: using passive verbs to affect the presentation of information in a sentence -Apply a range of persuasive devices: emotive language, generalisers, technical vocabulary, superlatives and comparatives, figurative language, conditional and hypothetical sentences 		
Maths	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p>	<p>Number: Fractions</p> <p>Number: Decimals</p>	<p>Number: Percentages (including pie charts)</p> <p>Number: Algebra</p> <p>Measurement: Converting Units</p> <p>Measurement: Perimeter, Area and Volume</p>	<p>Number: Ratio</p> <p>Geometry: Properties of Shapes</p> <p>Geometry: Position and Direction</p>	<p>Statistics</p> <p>SATs Revision</p>	<p>Problem Solving and application of knowledge</p>
History		Crime and Punishment	Southampton at War	Southampton at War		
Geography	Regional Study: South America - The Amazon					Globalisation and the Fashion Trade
Science	Living Things and Their Habitats	Electricity	Light	Animals including Humans		Evolution and Inheritance

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Music - (Charanga)	Happy				Djembe (Course)	Graduation Performance
Art	Drawing - Portraits of Amazon Tribe members		Painting - Silhouette painting (war scenes representing trauma of war)			Mixed Media: Looking at fashion designers in history -
Design Technology	3D computer Aided Design (Computing Link)					TEXTILES: fashion outfit
Computing	3D computer Aided Design (Cross curricular application – Design Technology) Cross-Curricular Application: Geography		Programming: Variables in a game	Creating Media: Web Page Creation		
RE	Religion: Islam LD: Revelation of the Qur'an, Sawm and Ramadan Concept: Peace	Religion: Christianity UC: Incarnation Concept: Messiah	Religion: Islam LD: Ramadan & Eid-ul-fitr Concept: Ritual	Religion: Christianity LD: Easter: the Empty Cross Concept: Symbol	Religion: Buddhism LD: The Buddha Rupa Concept: Peace <i>Golden thread: Love</i>	Religion: Across religions and traditions LD: Perceptions of God Concept: Interpretation <i>Golden thread: Community</i>
PSHE - JIGSAW	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE AND GAMES British Values: To understand and exercise the notion of fair play.	Football Gymnastics	Rugby Dance	Netball Gymnastics	Hockey Dance	Striking and Fielding Gymnastics	Athletics Dance
MFL - Rising Stars		Bon appétit, bonne santé (healthy eating)		Je suis le musicien (I am the music man)		En route pour l'école (On the way to school)

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