



Holland Park Primary School Curriculum Overview 2023/24 Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Resilience	Integrity	Responsibility	Enthusiasm	Aspiration
Learning powers	Managing distractions Perseverance	Listening Empathy	Noticing Questioning	Revising Meta-learning	Imagining Capitalising	Planning Making links
Metacognition	ReflectEd -learning new skills and reflecting	ReflectEd -Growth Mindset and learning from mistakes	ReflectEd -Being a successful learner	ReflectEd -Problem Solving and memory	ReflectEd -Growth Mindset, metacognitive talk	ReflectEd -Plan, monitor, evaluate. Coaching and feedback, cooperative learning
Link	Blackout	Circuits	It's in the Earth	Recovery	The Bard - Shakespeare study	
Reading	The Valley of Last Secrets* Tom's Midnight Garden Picture books	When the sky falls *The Last Post	Darwin's dragons On the Origin of Species Moth Holes*	Into the volcano Pop up volcano Escape from Pompeii	Shakespeare (TBC) Hamlet The Nowhere Emporium *	
Writing	To entertain - narrative - Classic fiction (setting description linked to TMG) To entertain - mystery narrative (linked to TVOLS)	To entertain - poetry - classic poetry (link to remembrance day) To inform -informal letters (linked to The Last Post) To entertain - narrative setting and character descriptions (linked to history)	To persuade - A persuasive advert (linked to Holes) To inform - non-chronological report (linked to science)	To entertain - narrative techniques e.g. flashbacks (linked to History) To inform - summaries (linked to geography) To entertain - narrative	To entertain - narrative - Shakespeare study To inform - biography (linked to English) Revisit & revise	Revisit & revise To persuade- A persuasive campaign (linked to art) To entertain - poetry - free verse (poem to pass on to next year's Y6 pupils about life in Y6)
Grammar and Punctuation	Revise and apply Y5 NC Expectations for sentences, tenses, cohesion and punctuation.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Revision and application of all grammar and punctuation taught including awareness of the terminology as set out in Appendix 2 for Y1, 2, 3, 4 and 5 and the new terminology for year 6: <i>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</i>	Revision and application of all grammar and punctuation taught including awareness of the terminology as set out in Appendix 2 for Y1, 2, 3, 4 and 5 and the new terminology for year 6: <i>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</i>
Spelling	Year 5/6 Challenge words - Understanding the history of words and relationships between them.	Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' Year 5/6 Challenge words	Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words with the /f/ sound spelled 'ph' Words with unstressed vowel sounds Words with 'cial'/shuhl/ after a vowel Words with 'tia'/shul/ Words beginning with 'acc'	Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination	Adjectives to describe characters, feelings and settings Year 5/6 Challenge words
Oracy		Debate - linked to renewable energy	Presentation - knowledge of plate tectonics (CCHS Geography teachers as audience)			The Jubilee Trophy - oracy challenge
Maths	Number: Place value Number: Addition, subtraction, multiplication and division Number: Fractions		Number: Decimals Number: Percentages Number: Algebra Measurement: Converting units Measurement: Perimeter, area and volume Number: Ratio Statistics		Geometry: Properties of shape Consolidation and revision (SATs) Investigations and preparation for KS3	

Holland Park Primary School Curriculum Overview 2023/24 Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Light Sustainability - Light pollution	Electricity Sustainability - Renewable energy	Living things and their habitats	The circulatory system Diet, drugs and lifestyle	Variation and adaptation Fossils Themed project (Y7 transition)	
History	Clacton at War and the Battle of Britain					
Geography		Locational knowledge - major cities in Europe	How rocks, mountains and volcanoes are formed, impact of tectonic plates, locate volcanoes and earthquakes	Impact of natural disasters, recovery after a natural disaster		
RE	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God?	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? or Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal?	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?	
Art			Graphic and poster art		Pop Art	
Technology		Enterprise - Christmas Games		Volcanoes	DT - mechanical systems	
Computing	Understanding Technology - Evolution of code breaking (Enigma - Alan Turing) Using Technology - collect audio from a range of sources E-Safety - Talking safely online; Super Digital Citizenship		Understanding Technology - Evolution of technology Information Technology - construct data on spreadsheet E-Safety - Privacy rules; Cyberbullying		Coding - Scratch 2 online E-Safety - Selling stereotypes; clickbait	
PE	Dance Invasion Games -Netball and Tag Rugby	Gymnastics Invasion Games - Netball and Tag Rugby	Dance Invasion Games - Football and Hockey	Gymnastics Invasion games - Football and Hockey	Athletics Net and wall games - Tennis Outdoor and Adventurous Activities	Athletics Striking and fielding Games - Cricket and Rounders Outdoor and Adventurous Activities
Music	Perform (singing and playing) Explore and compose Listen, reflect and appraise Charanga - Lean on Me (voice)		Perform (singing and playing) Explore and compose Listen, reflect and appraise Charanga - classroom jazz 2 (Glockenspiel and percussion)		Perform (singing and playing) Explore and compose Charanga – Happy (voice and instruments)	
PSHE / RSE (Jigsaw)	Being Me in My World "Who am I and how do I fit?"	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Spanish	Language Angels Verbs and Grammar	Language Angels World War II	Language Angels At school	Language Angels The weekend	Language Angels Healthy lifestyles	Language Angels The planets
SMSC	Social: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively E.g: link to Inquiry and how did people pull together and what can we learn from this? Cultural: willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities E.g: link to music- exploring, composing and performing	Social: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds E.g:link to PSHE- challenging discrimination and stereotypes Moral: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues E.g: linked to moral issues around renewable energy Spiritual: knowledge of, and respect for, different people's faiths, feelings and values E.g: link to R.E and rituals related Hinduism and death Cultural: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This	Moral: understanding of the consequences of their behaviour and actions E.g: link to Inquiry question- do we have the right to interfere with the Earth and nature to find out about things? Spiritual: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life E.g: link to R.E- Creation accounts in different religions and the Humanist view Cultural: ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities E.g: link to PSHE How can the media influence people across different communities ?	Moral: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England E.g: link to RSE issues around consent Spiritual: willingness to reflect on their experiences E.g: Link to PSHE- how can I keep myself safe and manage pressure Cultural: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain E.g: How is the Parliamentary system structured and what does a democratic	Spiritual: sense of enjoyment and fascination in learning about themselves, others and the world around them . Use of imagination and creativity in their learning E.g: link to Inquiry question 'Is it enough to be enthusiastic or do you have to have talent as well?' Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others E.g: link to cultural heritage from the works of Shakespeare	Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain E.g: link to Inquiry and Aspiration value-Is it enough to be enthusiastic or do you have to have talent as well? Cultural: understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

Holland Park Primary School Curriculum Overview 2023/24 Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>E.g: Reflect on how society marks Remembrance day and how different groups in society contributed to the war effort</p>		<p>system look like in school?</p>		<p>E.g: link to history-reflect on the cultural influences of art</p>