



Year 6 Curriculum Overview
Term 2.2

Teaching Team:

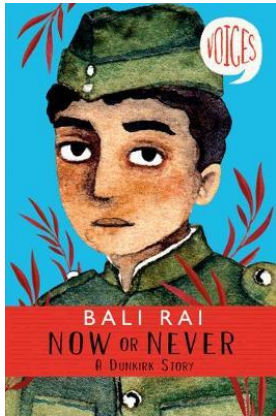
Miss Fowler, Miss Shakespeare, Mr Chapman and Miss
West

SLT: Mr J Aldred

PE (Physical Education) Days: Tuesday

Homework: Every Friday

Please see below an overview of the main themes,
knowledge and skills we will be covering this half term.

Enquiry Question	What was the impact of war on the Empire?
Significant People	Noor Inayat Khan
Class Texts	Now or Never – Bali Rai Themes: war, courage, resilience, discrimination, identity, belonging. 
Reading	Reading domain: 2a Give or explain the meaning of words in context 2b Retrieve and record information or identify key details from fiction and non-fiction. 2d Make inferences from the text / explain and justify inferences with evidence from the text Test techniques: This half term, the children will focus on developing their reading comprehension skills through three key areas. They will learn to understand and explain the meaning of

	words based on the context in which they appear. Additionally, they will practice retrieving and recording information, identifying key details from both fiction and non-fiction texts. Finally, they will make inferences from the text and justify their conclusions with evidence, enhancing their ability to read between the lines and understand deeper meanings.
Writing	During this half term, children will begin by writing balanced arguments to discuss topics such as the use of plastic, pollution, and deforestation, focusing on emotive language, evaluative adverbs, and conjunctive adverbs. They will then move on to writing recounts, emphasizing adverbials for time, humour, emotive language, and sensory detail. These recounts will include their trip to watch Elf, their World War 2 workshop, and a recount from a character's perspective from their whole class text. Following this, children will write diary entries to inform an audience, concentrating on apostrophes for possession and omission, relative clauses, parenthesis, and rhetorical questions, based on the whole class text. Finally, they will write newspaper reports to discuss and inform, focusing on sentence starters, passive voice, colons, and direct speech, with topics including events of the war and the king's coronation.
Maths	To begin this half term, pupils will consolidate their mathematical skills and knowledge from previous terms and will deepen their knowledge on fractions, decimals, and

	percentages – fluency, reasoning and problem solving. They will then move on to learning about the properties of shape and the position and movement of shapes in Geometry.
History	Pupils will have the opportunity to attend workshops aimed at introducing them to the topic of WWII. They will learn about and handle primary sources from the period, try on different uniforms, put together a device for sending morse code, identify the different types of aeroplanes used and have a go at code cracking. During our lessons, pupils will focus on Identifying the key dates, facts and significant people of WW2. They will study the causes that led to WW2, the effects it had on children of that era, recognise and explain the factors that made The Holocaust a significant event and gain an understanding of what propaganda is and why it is used. They will study the key contributions made by Commonwealth countries to the war effort and how their peoples and certain events made a difference to the war effort.
Science	In Science, we will focus on deepening students' understanding and skills with electricity. Students will learn how to construct and draw complex circuit diagrams using symbols for various components such as cells, wires, bulbs, switches, and buzzers. They will investigate the differences between series and parallel circuits, exploring how altering the number and arrangement of components affects circuit operation.

	Learning will be emphasised through hands-on activities, including building circuits, conducting experiments to test variables, and collaboratively solving problems. Electrical safety awareness will also be a key focus, ensuring students understand how to stay safe with electricity both at home and in school.
Mandarin	Children will be learning about these topics, this half term: • My friends • Describing people • Body parts • Colours
DT	In DT, pupils will investigate various products that utilise electrical warning systems. They will apply their computing skills to program, monitor, and control these products. Additionally, they will create prototypes and evaluate their functionality. Based on their evaluations, students will modify and improve the working features of their products.
Music	Music and me - This Unit of Work is about exploring identity. Harnessing our uniqueness with our own experiences, feelings, family background and dreams to explore ways of expressing our identity, focussing on confidence, power and purpose. This unit focuses on four talented female artists and their unique roles in the music industry.
PSHE	Pupils will learn about what a digital footprint is and the negative impact this can have on people. Children will also recap on how to keep safe online.

Computing	This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts and evaluate their results in comparison to questions asked.
RE (Religious Education)	Children will be learning about the disposition of responding to suffering, understanding religious traditions and non-religious world views.
PE	Running: Students will explore how to use their bodies to run as fast as possible. They will learn the correct technique for running long distances and practice pacing. This will help them understand how to maintain speed and endurance over longer runs, improving their overall running performance. Dodgeball: Students will develop attacking tactics and apply them in game situations. They will learn optimal court positioning for throwing the ball to hit opponents effectively. Additionally, students will take turns officiating dodgeball games, enhancing their understanding of the rules and fair play.

Knowledge Organiser: Writing

Spellings...I need to know some of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
...	Ellipsis to show a long pause for tension.
" "	Inverted commas for speech (Don't forget the commas too!).
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
()	Brackets for parenthesis.

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

Can you use a subordinate clause in different places in your sentences?

Writing Mat Working towards Year 6

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Use a mixture of simple, compound and multi-clause sentences.

Use a thesaurus to up-level your vocabulary choices.

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Finally,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning, Suspecting the worst,

It's All Relative!

Use a relative pronoun to add a relative clause.

who, which, where, when, whose, that

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.



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Creating Cohesion Top

Tip: Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Be a Punctuation Professional!

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
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,	Commas in lists, and sentences.
...	Ellipsis to show a long pause for tension.
" "	Inverted commas for speech (Don't forget the commas too!).
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
()	Brackets for extra information or asides.
:	Colon to separate clauses.
;	Semi colons to separate clauses.

Writing Mat

Expected Year 6

Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened her heart raced

sweat trickled gasping for air

Spellings... I need to know all of these:

accommodate	correspond	hindrance	recognise
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Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Check for:

- cohesive links
- consistent tense and person
- genre features
- subject/verb agreement
- layout devices
- paragraphs with

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Writing Mat

Greater Depth Year 6

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Punctuation Reminders:

A	.	!	?	'	"	()	...	:	;	-
----------	---	---	---	---	---	-----	-----	---	---	---

Use a full range of punctuation.

Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices
- pronouns/ nouns for cohesion

Active and Passive

Use active and passive sentences appropriately:

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Create a Mood!

Where appropriate, in formal writing, use the subjunctive mood:

If I were The Queen, ...

Were there to be a change in my circumstances...

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Or 'show' a character's feelings:

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Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

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The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Be a Punctuation Professional!

Use semi colons, colons and dashes to mark independent clauses:

It felt like forever- the longest six weeks holiday of all time.

Jack's eyes slowly opened; there was no one to be seen.

They all knew his secret: he was a specialist secret agent.

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History



World War II



Timeline										
1939	1939	1940	1940	1941	1942	1943	1944	1945	1945	1945
On 1 st September Germany invades Poland	On 3 rd September England declares war on Germany	10 th May Winston Churchill replaces Neville Chamberlain as Prime Minister	12 th May German forces enter France	USA declares war on Italy & Germany	British troops win back North Africa	Italy surrenders to the Allies	6 th June D-Day landings on Normandy beaches	Hitler commits suicide	Atomic bomb dropped on Hiroshima on 6 th August	Japan surrenders on 2 nd September and the end of war declared

Key Vocabulary

Anderson shelter	Half buried in the ground and with earth on top, they protected people from bomb blasts.
blackout	All windows and doors had to be covered at night to stop enemy aircraft seeing house lights.
Blitz	The sustained aerial bombing against Britain by Nazis. Blitz means lightning in German.
evacuee	Designed to protect people, especially children, by moving them to areas of less risk.
gas mask	Issued to all civilians at the start of the war, gas masks were used to protect from gas attacks.
Kristallnacht	On 9 th -10 th November 1939, Nazis torched synagogues and vandalised Jewish homes.
Nazis	Adolf Hitler and his Nazi Party controlled Germany between 1933 and 1945.
rations	Ration cards were given out and only a certain amount of food/clothes per family was allowed.
star of David	Jews throughout Europe were forced to wear the star of David to clearly identify themselves.
swastika	An ancient symbol of a cross with arms at a right angle, used as an emblem for the Nazi Party.

The Battle of Britain, between the German Luftwaffe and the Royal Air Force, was the first ever battle to be fought only in the air (known as dog fighting). It was made up of lots of air battles that lasted from 10 July-31 October 1940.

General Knowledge

Who and Why?

Allies: Great Britain, France, Soviet Union, China and USA

Axis Powers: Germany, Italy and Japan
70 million people lost their lives (24 million from the Soviet Union).

France and England declared war on Germany after they invaded Poland and the USA joined the war effort after the Japanese bombed the American fleet in Pearl Harbour, Hawaii, on December 7, 1941.

The Jewish Community

Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.

Home Guard

Set up in May 1940 as Britain's 'last line of defence' against German invasion, members of this 'Dad's Army' were usually men above or below the age of conscription and those unfit or ineligible for front line military service. 1.5 million enrolled and supported the war effort through bomb disposal, manning anti-aircraft artillery and readied for invasion.

Famous Figures

Neville Chamberlain (1869-1940)

British Prime Minister from 1937-1940; Chamberlain was Prime Minister when Britain declared war on Germany.

Winston Churchill (1874-1965)

British Prime Minister from 1940 to 1945, then again from 1951 to 1955. He is famous for his speeches that inspired people to keep on fighting.

Adolf Hitler (1889-1945)

German dictator during World War II, and leader of the Nazi political party

Benito Mussolini (1883-1945)

Italian dictator during World War II, and leader of the Fascists. Joined forces with Hitler as one of the Axis powers.

Franklin D Roosevelt (1882-1945)

United States President during most of WWII.

Joseph Stalin (1878-1953)

Leader of the Soviet Union during World War II

Hideki Tojo (1884-1948)

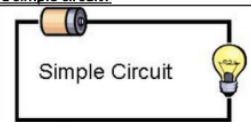
Japanese leader and military general

Science

Year 6 Knowledge organiser: Electricity

Key information

What is a simple circuit?



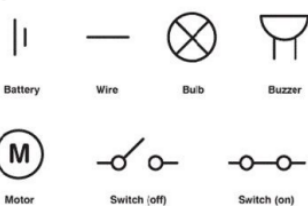
A simple circuit consists of a cell, 2 wires and an electrical component.



Additional components can be added to circuits to fulfil your requirements.



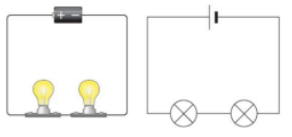
How are components represented in circuit diagrams?



Different types of circuits

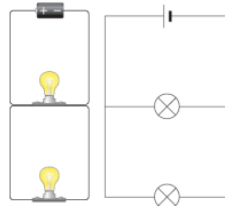
Series circuits

In a series circuit several components appear one after the other. If you follow the circuit diagram from one side of the cell to the other, you should pass through all the different components, one after the other, without any branches.



Parallel circuits

In parallel circuits different components are connected on different branches of the wire. If you follow the circuit diagram from one side of the cell to the other, you can only pass through all the different components if you follow all the branches.



Key vocabulary

Electricity	A form of energy/source of power.
Circuit	A path through which an electrical current flows.
Electrical Component	A device that can be connected with others to fulfil the requirements of a circuit.
Bulb	A component which gives off light when electricity passes through it in a circuit.
Wires	Link together different components in a circuit.
Cell	A safe power source. A store of chemical energy that can power a circuit.
Motor	A component which moves (spins) when electricity passes through it in a circuit.
Buzzer	A component which makes a sound when electricity passes through it in a circuit.
Switch	A component which can easily be opened or closed to control the flow of electric in a circuit.
Variation	A change or slight difference.

Home Learning

Children to use the knowledge organisers provided to help them further their learning regarding the enquiry question.

Plan, design and make a model of a RAF aircraft from WW2 or an Anderson shelter used during the blitz.

Conduct some research into who Noor Inayat Khan was, her achievements and how she is remembered today.

Create a non-chronological report about her life and sacrifice.

Useful Links:

Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

Writing:

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zncsscw>

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

<https://www.bbc.co.uk/bitesize/subjects/z826n39/year/zncsscw>

Science:

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zkq7wnb>

Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS](#)

[Foundation Trust \(wmas.nhs.uk\)](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)