

## SPS - Year 6 - Curriculum Plan 2023-2024

TERM/Subject	AUTUMN		SPRING		SUMMER	
	A1	A2	SP1	SP2	S1	S2
<b>Maths</b>	<b>Power Maths A</b> Place Value within 10,000,000 Four operations	<b>Power Maths A</b> Fractions Measurement-Imperial and metric	<b>Power Maths B</b> Ratio and Proportion Algebra Decimals	<b>Power Maths B</b> Percentages Measure- perimeter, area and volume	<b>Power Maths C</b> Statistics Geometry-properties of shape	<b>Power Maths C</b> Position and direction Problem solving
<b>English</b>	Text – The Rhythm of the Rain	Text – Street Child	Text – The Journey	Text – Goodnight Mister Tom	Text – The Dam	Text – The Viewer
<b>SPaG</b>	<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</li> <li>• Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</li> <li>• Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</li> <li>• Use of the colon to introduce a list Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) active and passive voice, subject and object, hyphen, colon, semicolon, bullet points, synonym and antonym</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</li> </ul>					
<b>Science</b>	Nature Library	Everything Changes	Body Health	Danger Low Voltage	Body pump	Light up your world
<b>History</b>		Life in Victorian Times		Life in Britain during World War II		The Maya Civilisation
<b>Geography</b>	What is a River?		Why are mountains so important?		Why is Fair Trade fair?	

<b>Computing</b>	<b>Online Safety Blogging</b>	<b>Coding</b>	<b>Spreadsheets</b>	<b>Game Creator</b>	<b>3D Modelling</b>	<b>Word Processing</b>
<b>Religious Education</b>	<b>Exploring Key Leaders – Sikhs and Hindus</b>	<b>Exploring Key Leaders – Sikhs and Hindus</b>	<b>Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation</b>	<b>What can we learn from religions about temptation?</b>	<b>How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians</b>	<b>How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians</b>
<b>Art/Design</b>	<b>Monet and the impressionists Claude Monet</b>		<b>Graffiti Street Art Artists - Banksy</b>		<b>Portraits - Express your self Artists - Picasso</b>	
<b>Design Technology</b>		<b>Great British Foods</b>		<b>Shelters</b>		<b>Fashion and textiles</b>
<b>Music</b>	<b>Rock it</b>	<b>Rock it</b>	<b>Sing up</b>	<b>Sing up</b>	<b>Sing up</b>	<b>Sing up</b>
<b>French</b>	<b>Actions</b>	<b>In France</b>	<b>Family</b>	<b>A weekend with Friends</b>	<b>The Future</b>	<b>Jobs</b>
<b>PE</b>	<b>Orienteering</b>	<b>Dance</b>	<b>Handball</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Rounders</b>
<b>PSHE</b>	<b>Being Me in my World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Trips/Visits</b>	<b>To be confirmed</b>					