



# GREATWOOD YEAR 6 CURRICULUM



## 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	<b>Protecting the Environment</b>	<b>The Marvellous Maya</b>	<b>The Amazing Amazon</b>	<b>Ancient Greece</b>	<b>Our World in the Future</b>	<b>The Impact of War</b>
English	<p><b>Poetry:</b> Text: The Promise by Nicola Davies</p> <p><b>Non-chronological report:</b> Texts: What a Waste by Jess French Guardians of the planet by Clive Gifford</p>	<p><b>Persuasive writing:</b> Text: The Chocolate Tree by Linda Lowery (choose a character and explain why they should be given the chocolate)</p> <p><b>Narrative Writing:</b> Text: The Curse of the Maya by Johnny Pearce</p>	<p><b>Narrative Writing:</b> Text: The Explorer by Katherine Rundell</p> <p><b>Explanation Text:</b> Text: Lost in the Amazon, A Battle for Survival in the Heart of the Rainforest by Tod Olson Survivors by David Long Bear Grylls video clips</p>	<p><b>Narrative Writing:</b> Text: Greek Gods and Heroes by Sylvie Baussier and Almasty (children create their own Greek god and make up their own story for them)</p> <p><b>Newspaper report writing:</b> Who Let the Gods Out (report on the key events that have happened)</p>	<p><b>Biography Writing:</b> Text: I am Malala by Malala Yousafzai (retell the key events that occurred in Malala's life and how she has used these to create a positive future for herself)</p> <p><b>Narrative writing (character and setting description):</b> Text: Adam-2 by Alastair Chisholm</p>	<p><b>Diary Writing:</b> (extracts from different books) War Boy by Michael Foreman Diary of Anne Frank My Secret War Diary by Marcia Williams</p> <p><b>Letter Writing:</b> (letter home from a WW1 soldier to his mother, explore the impact on his mother) One Boy's War Archie's War My Scrapbook by Marcia Williams</p>
Grammar	<p><b>SPAG –</b></p> <ul style="list-style-type: none"> <li>- Rhyming couplets</li> <li>- Imagery through similes, metaphors and personification</li> <li>- Clauses including subordinate, embedded and relative</li> <li>- Use active and passive voice</li> </ul>	<p><b>SPAG –</b></p> <ul style="list-style-type: none"> <li>- Modal verbs</li> <li>- Conjunctions</li> <li>- Pronouns</li> <li>- Synonyms</li> <li>- Time and place adverbials</li> <li>- Speech</li> <li>- Powerful adjectives to</li> </ul>	<p><b>SPAG –</b></p> <ul style="list-style-type: none"> <li>- Present tense</li> <li>- Third person</li> <li>- Passive voice</li> <li>- Cohesion through paragraphs</li> <li>- Cohesion through conjunctions</li> </ul>	<p><b>SPAG –</b></p> <ul style="list-style-type: none"> <li>- Time and place adverbials</li> <li>- Past tense</li> <li>- Direct &amp; indirect speech</li> <li>- Relative, subordinate and</li> </ul>	<p><b>SPAG – revision of all areas</b></p> <ul style="list-style-type: none"> <li>- Chronological order</li> <li>- Past tense</li> <li>- Passive voice</li> <li>- Third person pronouns</li> </ul>	<p><b>SPAG –</b></p> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> person</li> <li>- Emotive language</li> <li>- Levels of formality</li> <li>- Adverbial phrases</li> <li>- Paragraphs around themes</li> <li>- Range of punctuation</li> </ul>



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	<ul style="list-style-type: none"> <li>- Range of punctuation</li> <li>- Rhetorical questions</li> <li>- Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>- describe characters and settings</li> <li>- Author techniques to evoke emotions</li> <li>- Levels of formality in speech</li> <li>- Contractions</li> </ul>	<ul style="list-style-type: none"> <li>- Time and place adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- embedded clauses</li> <li>- Sentence length</li> <li>- Parenthesis</li> <li>- Said synonyms</li> <li>- First/ third person narrative</li> </ul>	<ul style="list-style-type: none"> <li>- Time and place adverbials</li> <li>- Full range of punctuation</li> <li>- Sentence openers</li> <li>- Sentence lengths</li> </ul>	
<b>Spelling</b>	<p>Spellings: synonymns, homophones ending in –ce/-cy/ -se/ -sy</p> <p>Words ending in –ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Hyphens</p>	<p>Spellings: words ending in –able, -ably, common words, prefixes starting in mini-, micro-</p>	<p>Spellings: adding vowel suffixes to words ending in –fer, words following the l before e rule and exceptions, common words</p>	<p>Spellings: words ending in –cious, -tious, -cial, -tial, common words from the statutory words from the Y6 list</p>	<p>Words from the Y5/6 Spelling List</p>	<p>Recap all previous spelling patterns- homophones, words ending in –ant, ance, ent, ence, ency, able, ably, fer, cious, tious, cial, tial.</p>
<b>Reading for Pleasure</b>	<p>Greta and the Giants – Zoe Tucker</p> <p>Greta Thunberg (40) (Little People, Big Dreams) by Maria Isabel Sanchez Vegara</p> <p>The Great Kapok Tree by Lynne Cherry</p>	<p>The Hero Twins by Dan Jolley and David Witt</p> <p>Rain Player by David Wisniewski</p> <p>Middleworld by J&amp;P Voelkel</p> <p>The Corn Grows Ripe by Dorothy Rhoads</p>	<p>Lost Tales by Adam Murphy</p> <p>Hello Universe by Erin Entrada Kelly</p> <p>The Ice Bear Miracle by Cerrie Burnell</p> <p>The Explorer by Katherine Rundell</p>	<p>Beasts of Olympus by Lucy Coats</p> <p>The Ancient Greek Mysteries by Savoiur Pirota &amp; Freya Hartas</p> <p>Here comes Hercules by Stella Tarakason &amp; Nick Roberts</p>	<p>A Bad Day for Jayden by Tony Bradman</p> <p>The Dog who Saved the World by Ross Welford</p>	<p>No Ballet Shoes in Syria by Pax by Catherine Bruton</p> <p>Oranges in no-man's land by Elizabeth Laird</p> <p>Orla and the Serpent's Curse by C.J.Haslam</p> <p>Talking to the Moon by S.E.Durrant</p>
<b>Maths</b>	<p>Number: Place Value</p> <p>Number: Addition, subtraction, multiplication and division</p>	<p>Number: Fractions A</p> <p>Number: Fraction B</p> <p>Measurement: Converting units</p>	<p>Number: Ratio</p> <p>Number: Algebra</p> <p>Number: Decimals</p> <p>Money</p>	<p>Number: Fractions, decimals and percentages</p>	<p>Geometry: Shape</p> <p>Geometry: Position and Direction</p>	<p>Investigations</p>



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<b>Cross-Curricular Maths</b>	Money problems Real-life problems Amount of rubbish there will be if changes don't happen – weights/ volume	Map work – directions	Direction and position – map work	Measurements: Area, Perimeter and Volume Statistics	SATs revision – problem solving questions	Data handling – facts and figures on populations Predictions for future data
<b>Science</b>	<b>Electricity</b>	<b>Light</b>	<b>Living Things and their Habitats</b>	<b>Animals including Humans</b>	<b>SATs half term Evolution and Inheritance</b>	<b>Greatwood Grow project</b>
<b>Art and Design</b>	<b>Collage</b> – natural resources found in the local environment	<b>Claywork</b> Making pots in the style of the Maya - clay		<b>Textiles 3D</b> Make a mask for Greek theatre		
<b>Design Technology</b>			<b>CAMS</b> Making moving models		<b>3D Modelling</b> Learn about architecture and house designing	<b>Modelling</b> Design and build a model of the trenches
<b>Geography</b>	<b>Global Warming and Climate Change</b> Are we damaging our world and how can we protect it? Energy production, oceans and minerals, how school can become more sustainable		<b>South America and The Amazon</b> Learn about the Amazon region of South America, how it is being damaged and how it can be protected.		<b>Our World in the Future</b> Consider the past, present and future of our local area.	
<b>RE</b>	<b>Is it better to express your beliefs in arts and architecture</b>	<b>What difference does it make to believe in</b>	<b>What matters most to Christians and Humanists?</b>		<b>What do religions say to us when life gets hard?</b>	



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	or in charity and generosity?	ahimsa, grace and or Ummah?				
Computing	Coding	Spreadsheets	Blogging	Text Adventures	Networks	Quizzing and Binary
	Online Safety	Online Safety	Online Safety	Online Safety	Online Safety	Online Safety
Music	Brass World Unite	Brass Journeys	Growth	Roots	Class Awards	Moving On
History		<b>The Maya Civilisation</b> Explore the world of the Maya, debating whether they should continue to be remembered today as a significant culture		<b>The Ancient Greeks</b> Aspects of political, social and cultural ancient Greek life		<b>The Impact of War</b> Research and compare the impact of the First and Second World War on our locality
PE	Invasion games – Rugby  Creative games	Dance – Highway Man  Invasion games - Hockey	Gymnastics 1  Badminton	Striking and fielding games – Cricket  OAA	Athletics  Football	Striking and field games – Rounders
PSHE	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	Notre Ecole	Notre Monde	Le Passe et Le Present	Ici et La	Monter Un Cafe	Quoi de Neug
Curriculum Enrichments	Playmaker training Local walk – identify things we can develop in the local	Remembrance Sunday parade	Young Voices Tropical World Visit	World Book Day Residential		End of year production Local visitor – Anne Buckley



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	area, e.g. litter picking, making posters etc. Protesting					
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