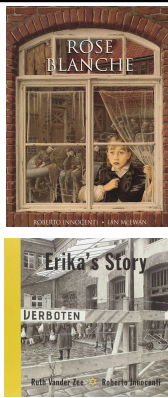
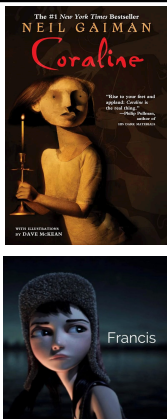
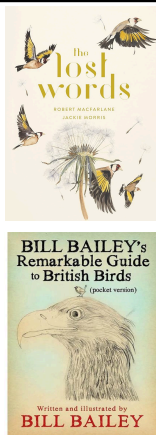


Year 6 Curriculum Overview

At Marner, we are committed to creating a safe, inclusive and respectful community where every child is inspired to flourish and achieve their potential. We teach subjects discretely, ensuring the knowledge and skills of each discipline are explicitly developed and carefully sequenced, whilst looking for connections across the curriculum through cross-curricular links, trips and enrichment that support personal development and broaden understanding. Oracy is at the core of everything we do – by developing every child's voice, we develop every child's ability to think, learn and articulate themselves with confidence. All subjects are taught with parity and ambition, underpinned by evidence-informed teaching and high expectations for every pupil, ensuring equality of access and opportunity for all. We want every child to leave Marner equipped for the future and ready for the next stage of their education and life: curious, compassionate and confident in themselves, ready to contribute positively to the world.

For each subject:

- National Curriculum programme of study and attainment targets
- Curriculum overview with progression of knowledge and skills from Nursery to Year 6
- Scheme of learning / scheme of learning adapted for Marner – e.g. History curriculum with 6 lesson units resourced supported by Pearson Primary History
- Unit cover sheets for each subject with: lessons/what we will be learning, subject specific skills and vocabulary
- Summarised in year group curriculum overviews (see below).

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key English Texts Working with THEP						
Writing Outcomes Marner writing outcomes	1.Short narrative: contrasting poppy 2.Setting description: Rose Blanche	3. Persuasive argument/opinion: Erika's Story – link to Summer 1 4.Narrative with dialogue: Arek's story	5.Narrative with dialogue: Francis mystery story 6. Narrative dialogue: Flannan Isles Lighthouse Keepers	6. Non-chronological report: imaginary bird 7. Explanation text: the eye (light and how we see)	8. Persuasive argument/opinion piece: Erika's Story 9. Promotional leaflet: Mile End Park	10. Short story: Alma Summer 2: uplevel/edit and improve key pieces
Grammar	 Marner Writing Unit Cover Sheets – includes Year Group Knowledge and Skills: Word, Sentence, Text and Punctuation Link to NC- Appendix 2 (Grammar)					
Spelling Twinkl	Twinkl Spelling Objectives Overview – by year group Link to NC – Appendix 1 (Spelling)					
Handwriting Letter-Join	By the end of Year 6: children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an unjoined style or capital letters.					
Maths White Rose Maths small steps (NC broken down into small steps)	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number Fractions Measurement: Converting Units	Ratio Number: Algebra Number: Decimals	Number: Fractions, Decimals and Percentages Measurement: Perimeter, Area and Volume Statistics	Geometry: Shape Geometry: Position and Direction	Consolidation, Problem Solving and Transition Work
Science Marner adapted PLAN primary science resources	Animals including humans: the circulatory system	Living things and their habitats: classification systems	Electricity: understanding and representing circuits	Light: the properties of light (understood through using the example of the eye and how we see)	Evolution and Inheritance: living things have changed over time incl. characteristics passed from parent to offspring and adaptation	
	I am a Scientist: Marner science progression of knowledge and working scientifically skills – Link to NC Working Scientifically					
Geography Supported by Pearson Primary		Population: human geography around the world		Biomes: physical geography		Local study / fieldwork and RGS: Map Skills 6
	I am a Geographer: Marner geography progression of knowledge and skills including fieldwork – Link to NC Geographical Skills and Fieldwork					
History Marner knowledge organisers – supported by Pearson	WW1 and WW2 including The Blitz (Local Study)		Kingdom of Benin		Local Study: Civil Rights	
	I am a Historian: Marner history progression of knowledge and skills – Link to NC Historical Enquiry Skills					
RE Tower Hamlets Agreed	Living: U2.7 What matters most to Christians and Humanists?	Expressing: U2.4 If God is everywhere, why go to a place of worship? (Part 2)	Living: U2.6 What does it mean to be a Muslim in Britain today?	Believing: U2.3 What do religions say when life gets hard?	Living: U2.8 What difference does it make to believe in ahimsa	Living: U2.8 What difference does it make to believe in ahimsa

Syllabus 22-27					(harmlessness), grace and/or Ummah (community)?	(harmlessness), grace and/or Ummah (community)?
PSHE Marner adapted Jigsaw Curriculum	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Growing Me
Computing Teach Computing	Creating media Web page creation		Programming Variables in games		Data and information Introduction to spreadsheets	Programming Sensing movement
Music Working with THAMES	Singing in three-part rounds and part-songs, exploring rhythm, dynamics and song structure while following a vocal score (voice only). Ukulele Unit TBC		Playing West African-inspired xylophone rhythms, progressing from simple clave patterns to more advanced combinations.		A performance piece on hand drums/cajons with tuned percussion, playing solo phrases and unison ‘breaks’ in a Caribbean carnival style.	
Languages - Spanish Working with THEP	Revision	The weather Today/yesterday/tomorrow Weather in different regions of Spain	Applying the gender/plural/singular agreement rule	Time Revision of numbers 1-100	School timetable Verb ‘tener’ (have)	Holidays Transport
Art Marner art progression of knowledge and skills	Drawing: WW1 battle fields and WW2 Blitz diorama A – Paul Nash		Painting: Tonal paintings and sketching (light and shadow) 3D: Light/shadow study using paper sculpture/kaleidoscope A – James Turrell		Textiles Biomes/landscapes – world from above Collage/painting: Biomes/landscapes – world from above A – Richard Long	
	Sketchbooks: used to record observations, review and revisit ideas, track progression and master techniques.					
D&T Marner D&T progression of knowledge and skills		Textiles: combining different fabric shapes – slippers		Electrical systems: more complex switches and circuits – steady hand testers		Food: healthy and varied diet – world foods using a heat source
	Sketchbooks: used record ideas, complete product analysis, create annotated sketches, and document evaluations of finished products as part of the <i>design, make and evaluate</i> process.					
PE Adapted Real PE Curriculum	Unit 1A: Invasion Unit 1B: Net & Wall Ball skills and reaction/response	Unit 2A: Outdoor Adventurous Activity (OAA) Unit 2B: Invasion Dynamic balance and counter balance	Unit 3A: Invasion Unit 3B: OAA Stance and footwork	Unit 4A: Net & Wall Unit 4B: OAA/Invasion Seated balance and floor work	Unit 5A: Athletics/Invasion Unit 5B: Gymnastics Jumping and landing and one leg balance	Unit 6A: Target/OAA Unit 6B: Striking and Fielding Sending and receiving and ball chasing
	Dance – Artistry, Partnering, Circles, Shapes		Gym – Hand & Low Apparatus & Partner Work & Large Apparatus			
	Y1-6: all pupils receive two hours of climbing tuition with an opportunity to join a NICAS after school climbing club in Y5-6					
Enrichment including Curriculum Days and Trips	History day (in school): WW1 battlefields in charcoal / WW2 dioramas / D&T slippers Imperial War Museum Tower Hamlets Junior Citizenship Scheme		History/Geography day (in school): Science Museum		Mile End Park Y6 Residential Y6 Production / Leavers’ Assembly / Fun Day	