

Milldown CE Academy
Year 6 Curriculum 2024/2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Themes	Mind, Body and Soul Understand the factors that affect young people's mental wellbeing. Understand how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Understand social pressures and how the need to conform can squash individuality and uniqueness.	Community and Culture Understand how communities can come together to bring about positive change, e.g. prejudice. Understand that we can learn from our community's history. Understand the reasons why communities have changed, and will continue to change, over time. Understand the importance that diversity brings to a community.	Power, Peace and Conflict Understand local and national governance structures and systems. Understand the importance of resolving conflict fairly. Understand the impact of decisions made at local, national or global levels on people and the environment. Understand the power of collective action and the role of social movements and governments in tackling injustice.	The Natural World Understand how global inequalities affect the impact people have on the environment. Understand that people have differing views about development and quality of life and measure them against the UN Sustainable Development Goals. Understand the importance of biodiversity, where to look for it and how to make an impact.	Unite Our World Understand how local actions can affect the wider world. Understand the nature of prejudice, racism and sexism and ways to combat these. Understand the benefits and challenges of diversity and the importance of language, beliefs and cultural identities.	Hopes and Aspirations Understand how people in history/today have used their skills and talents to make a change and the problems/difficulties they had to overcome. Understand the importance of engaging others in your personal growth process. Understand how to set realistic yet aspirational goals (SMART goals) that may impact positively on the world around them.
Living out our vision: Inspire-Believe-Achieve	School president campaigns and election Play leaders Bryanston School masterclasses	Bryanston School masterclasses	Interviewing people about their faith and beliefs	Debating with representative from the Town Council		Residential to Hooke Court End of Year Production
Spoken Language	Present ideas / opinions coherently, supported with reasons. Realise when people don't fully understand and try to help them..	Use long and complex sentence structures and more complex joining words to make language flow e.g. 'Meanwhile', 'therefore' or 'yet'	Adopt a formal/informal tone appropriate to a situation. Sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation	Offer ideas and support these with reasoning. Be prepared to change this as new information comes to light and refer back to original thoughts providing either further evidence to support ideas or reasons for the change of focus.	Understand and make use of a variety of ways to support, challenge and accept criticism. Negotiate and make decisions taking account of alternatives and consequences.	Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group.
Lead Novel	Wonder (R.J. Palacio)		Holes (Louis Sachar)	Floodland (Marcus Sedgwick)	Escape Room (Christopher Edge)	The Book of Stolen Dreams (David Farr)
Main Reading Focus	Identify and evaluate how authors use language, structure, and presentation contribute to meaning, considering the impact on the reader	Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words	Refer to the text to support Inferences (including predictions and opinions)	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers	Explain and discuss their understanding of what they have read	Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this
Writing	Can I build another me? Fiction: character Non-fiction: inform (instruct) Non-fiction: persuade (speech)	The King Who Banned the Dark Fiction: dialogue Non-fiction: discuss (balanced argument)	The Island Fiction: dialogue Non-fiction: inform (recount)	Finding Winnie Fiction: perspective Non-fiction:	The Barnabus Project (Book study)	How to Live Forever Fiction: suspense Non-fiction: discuss (review)

Lead SPaG	Understand how words are related by meaning as synonyms and antonyms, and use them in context Use a colon to introduce a bullet point list		Accurately punctuate speech Use semi-colons, colons and dashes accurately between two clauses		Use a range of adverbial phrases to link ideas across paragraphs Blend action, dialogue and description within and across paragraphs to convey character and advance the action		Use a hyphen to avoid ambiguity Use passive voice to affect the presentation of information in a sentence		Revisit previously taught objectives		Select vocabulary and grammatical structures that reflect what the writing requires	
Maths	Place value Calculation		Fractions Geometry		Decimals Measurement		Percentages Algebra and ratio		Statistics Position and direction		Post SATs project work	
	See White Rose Maths Hub Yearly overview											
Science	Alive (structure and function): How does the circulatory system work?		Energy: Why do we need light to see?		Alive (structure and function): How do scientists classify living things?		Energy: What happens if you change the components in a circuit?		Diversity: How have plants and animals changes over time?		Thrive and survive: How can humans support or hinder their ability to survive?	
Geography	x		Is future development in Blandford Forum sustainable?		x		How is climate change affecting the world?		x		Why is Fair Trade fair?	
History	How has crime and punishment changed over time?		x		The story of the Trojan Horse: historical fact, legend or classical myth?		x		Why did Britain once rule the largest empire the world has ever seen?		x	
Computing	Internet communication		Webpage creation		Variables in games		Introduction to spreadsheets		3D modelling		Sensing	
P.S.H.E.	My wellbeing, your well being		Our community		Making choices		Changes and choices		Responsibilities		Being my best	
Music	How does music bring us together? (Musical spotlight: music and technology)		How does music connect us with our past? (Musical spotlight: developing ensemble skills)		How does music improve our world? (Musical spotlight: creative composition)		How does music teach us about our community? (Musical spotlight: musical styles that connect us)		How does music shape our way of life? (Musical spotlight: improvising with confidence)		How does music connect us with the environment? (Musical spotlight: farewell tour)	
R.E.	Christianity: What kind of king is Jesus?		Hinduism: How do questions about Brahman and atman influence the way a Hindu lives?		Islam: How does Tawhid create a sense of belonging to the Muslim community?		Christianity: What difference does the resurrection make for Christians?		Christianity: Creation and science - conflicting or complementary?		Humanism: Why do humanists say happiness is the goal of life?	
P.E.	Fitness Tag rugby		Handball Gymnastics		Netball Dance		Forest School Football		Rounders Tennis		Athletics Cricket	
Art	x	Drawing & exploring portraits	x	Drawing 'Graphic inky still life'	x	Set design	x	A showcase of skills 'Free'	x			
D.T.	Structure: Playgrounds	x	Mechanical systems: Automata toys	x	Textiles: Stuffed toys	x	Electrical systems: Steady hand game	x	Cooking and nutrition: Come dine with me			
French	French sport and the Olympics		In my French house		Planning a French holiday		x		Visiting a town in France		x	