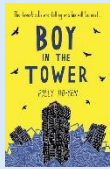
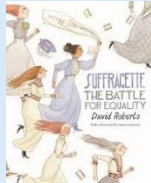
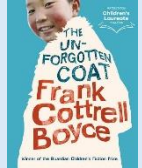
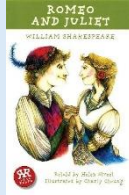


# Roe Green Juniors School Curriculum Overview – Year 6

|                                                                                                       |  | AUTUMN TERM                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                               | SPRING TERM                                                                                                                                                                  |                                                                                                                                                                                               | SUMMER TERM                                                                                                                                                                  |                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                       |  | Autumn 1                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                      | Spring 1                                                                                                                                                                     | Spring 2                                                                                                                                                                                      | Summer 1                                                                                                                                                                     | Summer 2                                                                                                                                                                              |
| <b>ENGLISH</b><br>   |  | <i>The Arrival</i> by Shaun Tan<br><br><b>Main outcome:</b> Own version of narrative                                                                                                                                        | <i>Can We Save the Tiger?</i> By Martin Jenkins<br><br><b>Main outcome:</b> explanation text | <i>Boy in the Tower</i> Polly Ho-Yen<br><br><b>Main outcome:</b> Own version of narrative | <i>Suffragette: The Battle for Equality</i> David Roberts<br><br><b>Main outcome:</b> Persuasive campaigns | <i>The Wind in the Wall</i> Sally Gardner<br><br><b>Main outcome:</b> extended narrative  | <i>The Unforgotten Coat</i> Frank Cottrell Boyce<br><br><b>Main outcome:</b> Own version narrative |
|                                                                                                       |  | <i>Windrush Child</i> by Benjamin Zephaniah<br><br><b>Main outcome:</b> Persuasive speech                                                                                                                                   | <i>The Last Bear</i> Hannah Gold<br><br><b>Main outcome:</b> Newspaper article               | <i>Paradise Sands</i> Levi Pinfold<br><br><b>Main outcome:</b> Narrative prequel          | <i>Stonewall</i> Rob Sanders & Jamey Christoph<br><br><b>Main outcome:</b> Visitor's guide                | <i>Romeo and Juliet</i> William Shakespeare<br><br><b>Main outcome:</b> Balanced argument | <i>Some Places More Than Others</i> Renee Watson<br><br><b>Main outcome:</b> collection of poems  |
| <b>READING</b><br> |  | Reading is taught through the Destination Reader approach using high-quality, challenging texts. Text choices will be carefully matched to curriculum themes where appropriate, enabling pupils to develop comprehension strategies, extend vocabulary and deepen their understanding across the curriculum. |                                                                                                                                                                               |                                                                                                                                                                              |                                                                                                                                                                                               |                                                                                                                                                                              |                                                                                                                                                                                       |



## Roe Green Juniors School Curriculum Overview – Year 6

|                        |                                                                                       |                                                                                     |                                                              |                                                                                         |                                                          |                                                    |
|------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------|
| <b>MATHEMATICS</b><br> | Number: Place value<br><br>Number: Addition, subtraction, multiplication and division | Number: Fractions A<br><br>Number: Fractions B<br><br>Measurement: Converting units | Number: Ratio<br><br>Number: Algebra<br><br>Number: Decimals | Fractions, decimals and percentages<br><br>Area, perimeter and volume<br><br>Statistics | Geometry: Shape<br><br>Geometry – Position and direction | Themed projects, consolidation and problem solving |
| <b>SCIENCE</b><br>     | Living things and their habitats                                                      | Animals including humans                                                            | Evolution and inheritance                                    |                                                                                         | Electricity                                              | Light                                              |
| <b>HISTORY</b><br>     | Autumn 1: What was the impact of World War 2 on the people of Britain?                |                                                                                     | Spring 1: What can the census tell us about local areas?     |                                                                                         | Summer 1: What was the Sikh Empire?                      |                                                    |
| <b>GEOGRAPHY</b><br>   | Autumn 2: Why does population change?                                                 |                                                                                     | Spring 2: Where does our energy come from?                   |                                                                                         | Summer 2: Can I carry out an independent enquiry?        |                                                    |
| <b>PE</b><br>          | Netball                                                                               | Football                                                                            | Gymnastics                                                   | Tag Rugby                                                                               | Cricket                                                  | Athletics<br><br>Sports Day Activities             |
| <b>SPANISH</b><br>     | Identity and nationalities                                                            | Sports and healthy lifestyles                                                       | Jobs and ambitions                                           |                                                                                         | My town and transport                                    | My home and my future                              |



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|                      |                                                             |                                  |                                                                             |                                     |                                              |                                                   |
|----------------------|-------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------|-------------------------------------|----------------------------------------------|---------------------------------------------------|
| <b>RE</b><br>        | Why does religion look different around the world? (Part 1) | Why is there suffering? (Part 1) | Why does religion look different around the world? (Part 2)                 | Why is there suffering? (Part 2)    | Why is it better to be there in person?      | What place does religion have in our world today? |
| <b>COMPUTING</b><br> | Online Safety                                               | Data handling: Mars Rover 1      | Computing systems and networks: Bletchley Park and the history of computers | Programming 2: BBC micro: bit       | Computing systems and networks: Exploring AI | Stop-motion animation – Option 2: Using camera    |
| <b>MUSIC</b><br>     | Dynamics, pitch and tempo                                   | Songs of WW2                     | Film music                                                                  | Theme and variation                 | Baroque                                      | Composing and performing a leavers' song          |
| <b>PSHE</b><br>      | Being me in my world                                        | Celebrating Difference           | Dreams and Goals                                                            | Healthy Me                          | Relationships                                | Changing Me                                       |
| <b>ART/DT</b><br>    | Art: Banksy Street art                                      | DT: Textiles- Bags               | Art: Sculpting patterned Vases Various artists and craftspeople.            | DT: Structures- Playground pioneers | Art: Andy Warhol, Pop art digital paint app  | DT: Cooking and nutrition: Come dine with me      |