

# Bounds Green Whole School Curriculum Overview 2025-26

| Y6<br><u>Trips and Performances</u> | <u>Autumn 1</u><br>Imperial War Museum (History)  | <u>Autumn 2</u>  | <u>Spring 1</u><br>Pendarren  | <u>Spring 2</u>  | <u>Summer 1</u><br>Post-SATs Park celebration<br>Electricity workshop- in school (Science)   | <u>Summer 2</u><br>NHM Evolution workshop (Science)<br>Sports Day               |
|-------------------------------------|---|--|---|--|--|---|
| Maths                               | Place value of large numbers<br>Properties of numbers<br>Addition & subtraction and<br>Multiplication & division (review)   | Decimals   | Fractions<br>Geometry: position and direction<br>Ratio  | Algebra<br>Measure: calculating - all units<br>Measure: area and perimeter   | Geometry: properties of shape<br>Statistics  | Consolidation   |
| English<br>Genre                    | <b>Non Fiction:</b><br><b>Explanation writing with detailed description (Formal documentary script)</b><br><b>Persuasive Letter</b><br><b>Fiction:</b><br><b>Diary Writing</b><br><b>-Consolidate main/sub/relative clauses, conjunction use and demarcation with commas</b><br><b>-Identify the difference between formal and informal</b><br><b>-Identify the difference between formal and informal</b><br>Indicate the degrees of possibility using modal verbs<br><b>-Identify the difference between formal and informal</b><br>-Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections [for example, the use of adverbs such as <b>such as</b> the other hand, in contrast, or as a consequence], and <b>ellipsis</b><br><b>-Use simple and progressive past/present tense</b><br><b>-Use fronted adverbials</b> | <b>Narrative: Tension Writing</b><br>Use of figurative language<br><b>Non-Fiction: Non-Chronological Report: Fauns</b><br><br><b>(Persuasive writing Narnia Brochure</b><br>Consolidate main/sub/relative clauses, conjunction use and demarcation with commas<br>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text<br>Punctuation of bullet points to list information<br><br><b>Brackets, dashes or commas to indicate parenthesis</b> | <b>Narrative: Tension Writing</b><br><b>Non-Fiction: Non-Chronological Report: Fauns</b><br><br><b>(Persuasive writing Narnia Brochure)</b><br><br>Grammar and Punctuation<br>Use of figurative language<br>Consolidate main/sub/relative clauses, conjunction use and demarcation with commas<br>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text<br>Punctuation of bullet points to list information<br>Brackets, dashes or commas to indicate parenthesis | <b>Core Learning text : The Explorer</b><br><br><b>Writing Opportunities</b><br><b>Narrative:</b> <ul style="list-style-type: none"> <li>- Story Writing with dialogue (surviving a plane crash and finding food to survive)</li> <li>- Setting Description (rainforest)</li> </ul> <b>Non-Fiction:</b> <ul style="list-style-type: none"> <li>- Newspaper Writing (about the plane crash)</li> </ul> <b>Grammar and Punctuation</b> <ul style="list-style-type: none"> <li>-Consolidate main/sub/relative clauses, conjunction use and demarcation with commas</li> <li>-Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, ellipsis</li> <li>-Layout devices [for example, 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</li> <li>-Passive voice and active voice</li> <li>-How hyphens can be used to avoid ambiguity</li> <li>-How words are related by meaning as synonyms and antonyms</li> </ul> <b>ambiguity</b> | <b>Core Learning: Kensuke's Kingdom</b><br>The Undefeated by Kwame Alexander<br><b>Writing Opportunities</b><br><b>Non-Fiction:</b> <ul style="list-style-type: none"> <li>- Balanced Argument (children taken out of school to adventure)</li> </ul> Informal Letter (message in a bottle)<br><br><b>Grammar and Punctuation</b><br>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, ellipsis<br>How hyphens can be used to avoid ambiguity<br>How words are related by meaning as synonyms and antonyms |   |
| Science                             | Living Things & Their Habitats<br>Classification of living things   | Evolution and inheritance  | Light<br>What light does  | Animals Including Humans<br>Human circulation  | Electricity<br>Changing circuits   | Animals Including Humans<br>Body Health   |
| History                             | <b>Historical study of London</b> :The Blitz in local area and evacuation<br><br><b>Historical study of London</b> - How did life in London change after WW2?   |  | <b>The Maya</b>   |  | <b>Migration - change and continuity</b><br>Focus on migration to London – Roman times to the dark ages<br><br>Significant People in History from the British Empire ? Windrush  |   |
| Geography                           | Why is California so Thirsty?   | Energy and Climate Change  |   | Regional comparison: South America, Andalucía and UK   | Oceans   |   |
| RE                                  | Unit 4: What does it mean to belong to a religion?  |  |   | Unit 8: What do people believe about life?   | Unit 12: What does it mean to belong to a religion? What is Freedom?   |   |
| Art and DT                          | <b>Sculpture – Masks</b>  | <b>Printing- Collagraph printing</b>   | <b>DT - Mechanisms</b><br>Cams, gears and pulleys   | <b>DT – Mechanisms</b><br>...continued   | <b>Drawing-</b><br>Visual language and experimental drawing  | <b>Painting-</b><br>Developing a drawing into a painting<br><b>DT - cooking</b> |
| Computing                           | Sensing Movement  | We are advertisers y6  |   | We are computational Thinkers SOC3   | We are Spreadsheet developers  | We are publishers - Year book SOC 3   |
| Education for a connected world     | Online relationships  | Self-image and identity  | Managing online information<br>Online reputation  | Copyright and ownership<br>Privacy and security  | Online bullying  | Health, well-being and lifestyle  |
| PE                                  | Games<br>- Tag Rugby / SSS  | Gymnastics- Creating Sequences / SSS   | Games – Netball / SSS   | Games – Cricket SSS  | Athletics / SSS<br>Year 6 Swimming top up  | Games<br>- Football / SSS<br>Year 6 Swimming top up                             |
| MFL                                 | Our school - Subjects - expressing opinion – complex sentences, adjectives<br>At what time do you? Timetables - time adverbs progression  |  | Our school / Time – At what time do you? Timetables - time adverbs progression  |  | Creating a Café<br>Spanish food and café culture<br>Ordering food and drink in cafes / restaurants. Money-Euros progression / role play<br>Video dialogues<br>End of Year Spanish Picnic, music & culture  |   |
| Music                               | Singing once a week w and Inter-related dimensions of Music<br><br><b>Music and Protest</b><br><b>We are Performance Poets</b><br>Using Ableton to create beats. Writing lyrics.  | <b>Music and Manipulation</b><br>Music evokes feeling and mood<br>Features of Jazz<br>Programming a concert  | <b>Music and Hope</b><br>Music as commemoration<br>Fanfares - Last Post<br>What is a Requiem? Classical to Contemporary   | <b>Music and Migration</b><br>Music Traditions<br>Music crosses borders<br>Music of Windrush – calypso   |  | <b>We are Performers</b><br>Y6 final performance                                |