



The Trinity Curriculum 2023-2024

Class: Year 6 - Treasure Island

	Autumn	Spring		Summer	
English	<i>Across the year we will explore a range of genres:</i>				
	Narrative Newspaper Report Poetry	Myth Instructions Poetry	Short Story Explanation Text Poetry	Narrative Diary Entry Poetry	Narrative Balanced argument Letter
	<p>Transcription</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Use dictionaries to check the spelling and meaning of words, including those of uncommon or more ambitious vocabulary. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus <p>Handwriting</p> <ul style="list-style-type: none"> Write legibly in joined handwriting when writing at speed, deciding whether or not to join specific letters. Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. <p>Composition</p> <ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader to show good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 				

	<ul style="list-style-type: none"> Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. Draft and write by selecting appropriate vocabulary and grammatical structures that reflect what the writing requires, understanding how such choices can change and enhance meaning. Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Draft and write by precisising longer passages. Draft and write by using a wide range of devices to build cohesion within and across paragraphs. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues in narrative). Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 					
Whole Class reading texts	The Night Bus Hero - Onjali Rauf	The Nowhere Emporium - Ross Mackenzie	No ballet shoes in Syria - Catherine Bruton	After tomorrow - Gillian Cross	Quest - Aarhus 39	The Boy in the Tower - Polly Ho Hen
Reading (Word)	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 					
Comprehension	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 					

- Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices.
- Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.
- Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.
- Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart.
- Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Understand what they read by asking questions to improve their understanding.
- Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].
- Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Understand what they read by identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

	<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. 					
Spelling	<p>Ambitious Synonyms: Adjectives</p> <p>Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Adjectives ending in -ant into nouns ending in -ance/ -ancy</p> <p>Adjectives ending in -ent into nouns ending in -ence/ -ency</p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>Hyphens: To join compound adjectives to avoid ambiguity</p>	<p>Words ending in -able</p> <p>Words ending in - able</p> <p>Words ending in -ably</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Creating diminutives using prefixes micro- or mini -</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Statutory Spelling Challenge Words</p>	<p>Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a 'soft c' splet /ce/</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Statutory Spelling Challenge Words</p>	<p>Word families based on common words, showing how words are related in form and meaning</p> <p>Words that can be nouns or verbs</p> <p>Words with a long /o/ sound spelt 'ou' or 'ow'</p> <p>Words ending in -ible</p> <p>Words ending in -ibly</p>	Synonyms & Antonyms
PAG	Extending the range of sentences with more than one clause by	Using conjunctions, adverbs and prepositions to express time and cause.	Recognising vocabulary and structures that are appropriate	Using expanded noun phrases to convey complicated	Recap any areas of weakness.	Recap any areas of weakness.

	<p>using a wider range of conjunctions, including when, if, because, although using passive verbs to affect the presentation of information in a sentence.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using and punctuating direct speech and understanding reported speech.</p>	<p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using fronted adverbials using commas after fronted adverbials using the present perfect form of verbs in contrast to the past tense.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify.</p>	<p>for formal speech and writing, including subjunctive forms.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list. Punctuating bullet points consistently.</p>	<p>information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p>		
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Maths	See White Rose Hub – Step by Step Overview					
Science	<p><u>Understand animals and humans</u></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><u>Understand evolution and inheritance</u></p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><u>Understand electrical circuits</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	Science Week	<p><u>Understand light and seeing</u></p> <p>Recognise that light travels in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Smell, sound, sight, see, look. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that casts</p>	<p><u>Investigate living things</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics</p>

					them.	
Computing	<p>Internet Communication</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p>Webpage creation</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p>	<p>Variables in games</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>Introduction to Spreadsheets</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>3D Modelling</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to</p>	<p>Sensing</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>

	<p>evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and</p>		<p>report concerns about content and contact</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,</p>
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			presenting data and information.			including collecting, analysing, evaluating and presenting data and information.
Geography		Who are Britain's National Parks for?		Why is Fair Trade fair?		How is climate change affecting the world?
History	Why was winning the Battle of Britain so important?		The story of the Trojan Horse - fact, myth or legend?		What was the influence of the Greek civilisation on the world?	
RE	Christianity How do Christians show their belief that Jesus is God incarnate?	Hinduism How do questions about Brahman and atman influence the way a Hindu lives? Incarnation –Digging Deeper Was Jesus the Messiah?	Christianity How can following God bring freedom and justice?	Christianity What kind of king is Jesus? Salvation – Digging Deeper What did Jesus do to save human beings?	Christianity Should believing in the resurrection change how Christians view life and death?	Hinduism What spiritual pathways to Moksha are written about in Hindu scriptures? Creation/Fall-Digging Deeper Creation and science: conflicting or complementary?
DT	Digital World Design:	Food Design:	Structures Design:	Textiles Design:	Electrical Systems Design:	Technical Systems

	<ul style="list-style-type: none"> • Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD <p>Make:</p> <ul style="list-style-type: none"> • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass <p>Evaluation:</p> <ul style="list-style-type: none"> • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool 	<ul style="list-style-type: none"> • Writing a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken <p>Make:</p> <ul style="list-style-type: none"> • Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research • Working to a given timescale • Working safely and hygienically with independence <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of improvements in productions • Evaluating health and safety in production to minimise cross contamination 	<ul style="list-style-type: none"> • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs <p>Make:</p> <ul style="list-style-type: none"> • Building a range of play apparatus structures drawing upon new and prior knowledge of structures • Measuring, marking and cutting wood to create a range of structures • Using a range of materials to reinforce and add decoration to structures. <p>Evaluation:</p> <ul style="list-style-type: none"> • Improving a design plan based on peer evaluation • Testing and adapting a design to improve it as it is developed 	<ul style="list-style-type: none"> • Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme • Annotating designs <p>Make:</p> <ul style="list-style-type: none"> • Using a template when pinning panels onto fabric • Marking and cutting fabric accurately, in accordance with a design • Sewing a strong running stitch, making small, neat stitches and following the edge • Tying strong knots • Decorating a waistcoat -attaching objects using thread and adding a secure fastening • Learning different decorative stitches • Sewing accurately with even regularity of stitches 	<ul style="list-style-type: none"> • Designing a steady hand game - identifying and naming the components required • Drawing a design from three different perspectives • Generating ideas through sketching and discussion • Modelling ideas through prototypes • Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function' <p>Make:</p> <ul style="list-style-type: none"> • Constructing a stable base for a game • Accurately cutting, folding and assembling a net • Decorating the base of the game to a high quality finish • Making and testing a circuit Incorporating a circuit into a base. <p>Evaluation:</p> <ul style="list-style-type: none"> • Testing own and others finished games, identifying what went well and making suggestions for improvement 	<p>Design:</p> <ul style="list-style-type: none"> • Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement • Understanding how linkages change the direction of a force • Making things move at the same time • Understanding and drawing cross-sectional diagrams to show the inner-working <p>Make:</p> <ul style="list-style-type: none"> • Measuring, marking and checking the accuracy of the jelutong and dowel pieces required • Measuring, marking and cutting components accurately using a ruler and scissors
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	<ul style="list-style-type: none"> • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept 		<ul style="list-style-type: none"> • Identifying what makes a successful structure 	<p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluating work continually as it is created 	<ul style="list-style-type: none"> • Gathering images and information about existing children's toys • Analysing a selection of existing children's toys 	<ul style="list-style-type: none"> • Assembling components accurately to make a stable frame • Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles • Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work • Applying points of improvements • Describing changes they would make/do if they were to do the project again
Art	Collect information, sketches and resources and present ideas imaginatively in a sketch book. See Kapow Art overview.					

	<p><i>Drawing - Make my voice heard.</i> To evaluate the context and intention of street art.</p>	<p><i>Painting and mixed media - Artist study. Frank Bowling.</i> To apply interpretation skills to analyse and respond to an abstract painting.</p>	<p><i>Painting and mixed media - Artist study. Lubaina Himid</i> To apply interpretation skills to analyse and respond to an abstract painting.</p>	<p><i>Macro photography.</i> To apply understanding of abstract art through photography.</p>	<p><i>Recreating paintings</i> To apply an understanding of photography to design and recreate a famous painting</p>	<p><i>Sculpture and 3D: Making memories</i> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning</p>
<p>Music</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements 					

	• cultural context.					
	Concept: Composition Composer/music suggestion: African drumming	Concept: Singing and Choral Composer/music suggestion: Blues music	Concept: Improvisation Composer/music suggestion: John Williams (Film scores) Requiem- Mozart (Classical)	Concept: Instrument ensemble and orchestra Composer/music suggestion: New world symphony- Dvorak	Concept: Notation* Composer/music suggestion: Bhangra	Concept: Improvisation Composer/music suggestion:
PSHE (SCARF)	Me and My relationships – see progression document for NC objectives.	Valuing Difference – see progression document for NC objectives.	Keeping myself safe – see progression document for NC objectives.	Rights and responsibilities – see progression document for NC objectives.	Being my best– see progression document for NC objectives.	Growing and changing – see progression document for NC objectives.
PE	Swimming Netball	Swimming Tag Rugby	Swimming Football	Dance 1 Cricket OAA (Residential)	Gymnastics 2 Athletics	Dance 2 Rounders
MFL	Phonetics 1 to 4	Presenting myself	Do you have a pet?	What is the date? Or weather?	My house	School