

YEAR 6 CURRICULUM MAP 23-24

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH					
<p>Core text: The Explorer – Katherine Rundell Reading & writing <u>Grammar/punctuation concepts:</u> Noun classification Conjunctions (identifying types) Modal verbs and adverbs Verbs as sentence starters Direct speech Inverted commas Relative clauses Parentheses (brackets, dashes, commas) <u>Extended writing:</u> Figurative language poem Narrative including speech</p> <p><i>All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects</i></p>	<p>Core text: How to be a World Explorer – Lonely planet writing The Extraordinary Colours of Auden Dare Zillah Bethell - reading <u>Grammar/punctuation concepts:</u> Noun classification Conjunctions (identifying types) Modal verbs and adverbs Verbs as sentence starters Direct speech Relative clauses Parentheses (brackets, dashes, commas) Inverted commas Cohesive devices: Semi-colons in lists and between main clauses Colons Structure text to guide the reader: Bullet points Subheadings <u>Extended writing:</u> Non-chronological planet report Personal journal</p>	<p>Core text: When Hitler stole pink rabbit – Judith Kerr – Reading. Arthur Spiderwick’s field guide to the fantastical world around you - writing <u>Grammar/punctuation concepts:</u> Semi colons Colons Dashes Use of hyphens to avoid ambiguity. Cohesive devices within and across paragraphs Passive and active voice <u>Extended writing:</u> Non-chronological creature report.</p>	<p>Core text: When Hitler stole pink rabbit – Judith Kerr – Reading. Goodnight Mr Tom - writing <u>Grammar/punctuation concepts:</u> Semi colons Colons Dashes Use of hyphens to avoid ambiguity. Cohesive devices within and across paragraphs Passive and active voice <u>Extended writing:</u> Newspaper report. Formal and informal letters</p>	<p>Core text: Skellig – David Almond - Reading. Young James Bond, Harry Potter and the Prisoner of Azkaban, Edward Scissorhands and ET – writing stimulus <u>Grammar concepts:</u> Use full range of punctuation taught across KS2 Perfect form of verbs – past perfect flashbacks. Subjunctive tense <u>Extended writing:</u> Flashback narrative Action sequence narrative – suspense/thrill</p>	<p>Core text: Stories from Shakespeare - Geraldine McCaughrean <u>Grammar concepts:</u> Use full range of punctuation taught across KS2 Role of prefix and suffix in Shakespeare’s language. Revision – relative clauses <u>Extended writing:</u> Flashback narrative</p>
MATHS					
(all topics include recap from previous years)					
Place value up to 10,000,000 (including rounding and negative numbers)	Fractions- equivalent, simplifying, adding/ subtracting, multiplying and dividing	Decimals Percentages Algebra	Measurement: Converting units, perimeter, area & volume Ratio	Statistics Angles- measuring, drawing, inside shapes, on	Consolidation, investigations, projects & preparation for KS3

Addition & subtraction Multiplication & division Factors and multiples Squared and cubed numbers Order of operations	Geometry: Position & direction (translating and reflecting on quadrants)			straight lines, around a point. Consolidation & SATs preparation	
SCIENCE					
Physics – Electricity Electrical components Simple circuits building from Y4 Fuses and voltage	Biology – all living things and their habitats Classification of living things and the reason for it building from Y4/Y5 classification	Physics - Light How light travels Reflection Ray models of light	Biology - Animals including humans The circulatory system Water transportation building from digestive system in Y4 Impact of exercise on body	Biology - Evolution and inheritance Identical and non-identical off-spring Fossil evidence & evolution building from rocks & soils in Y3 Adaptation and evolution building from adaptation in Y4	Follow-up investigations/KS3 transition investigations
GEOGRAPHY					
	Human & physical – Rainforests Label layers of a rainforest & know what deforestation is Brazil Know why industrial areas are important Know the main human & physical differences between developed & third world countries including the distribution of natural resources & energy			Locational knowledge, geographical skills Know about time zones & work out differences building from UK/USA in Y5 Use Google Earth to locate a country or place of interest and to follow the journey of rivers building from water cycle in Y3/Y4	Global trade Know about economic activity including trade links and the distribution of food
HISTORY					
Maya Know about the impact that ancient societies had		World War 2 Impact of WW1 and the reparations Timeline of key events			

<p>on the world: the Mayan civilization building from Romans in Y4 & Greeks in Y5</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p>		<p>Key leaders (allies and axis)</p> <p>The role of women in the war</p> <p>Evacuees</p>		
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RE

<p>Prayer, Worship and reflection</p> <p>Buddhism and Christianity</p>	<p>Sources of wisdom</p> <p>Christianity and Buddhism</p>	<p>Identity and Belonging</p> <p>Symbols and actions & Belief and practices (Christianity and Buddhism)</p> <p>Leaders and role models</p>	<p>Symbols and Actions</p> <p>Christianity and Buddhism</p> <p>Eight fold path, 4 noble truths, 10 commandments, 5 precepts</p>	<p>Human responsibility and values</p> <p>Christianity and Humanism</p>	<p>Justice and fairness</p> <p>Develop challenging and deeper questions about meaning purpose and truth. Can you be religious and believe in the Big Bang Theory? What is the difference between Heaven and Nirvana?</p>
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ART

<p>Printing</p> <ul style="list-style-type: none"> • Create intricate sketchbook patterns for printing then simplify and modify designs. • To use two/three colours to build on their print design. 	<p>Sculpture – Malleable media</p> <ul style="list-style-type: none"> • Produce intricate patterns and textures in a malleable media - papier-mache. 	<p>Drawing and composition/ Proportion and scale</p> <ul style="list-style-type: none"> • Begin to develop an awareness of composition, scale and proportion in their work. • To draw with control and dexterity to accurately represent from observation. 	<p>Drawing/ Perspective</p> <ul style="list-style-type: none"> • Use simple perspective in their work using a single focal point and horizon. 	<p>Colour and tone</p> <ul style="list-style-type: none"> • Use colours, tones and effects in an appropriate ways to represent things seen in nature. Use brushstrokes following direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. • Revise colour theory and tones of colour. 	<p>Cultural art</p> <ul style="list-style-type: none"> • Look at art from a range of different cultures - African, Aboriginal, Spanish, Mexican, Indian. • Recognise that different cultures use different techniques.
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D&T

			<p>Structure - frame structure Design and build a Viking longboat- linked to Spring Topic- Vikings</p> <ul style="list-style-type: none"> • Use market research to inform plans and ideas • Follow and refine original plans • Know which tool to use for a specific practical task • Know how to use any tool correctly and safely • Use knowledge to improve a made product by strengthening, stiffening or reinforcing • Know how to test and evaluate designed products • Evaluate product against clear criteria 	<p>Food – celebrating culture and seasonality Design healthy ‘on the go’ snack and prepare/cook spring rolls.</p> <ul style="list-style-type: none"> • Explain how food ingredients should be stored and give reasons • Work within a budget to create a savoury dish • Understand the difference between a sweet and savoury dish • Know how a variety of ingredients are grown, reared, caught and processed <p>Link to Science Animals including humans and PSHE: the importance of a balanced, healthy lifestyle.</p>	
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PE

<p>Tag Rugby Learn key skills: running, passing, catching, dodging, tagging Learn key rules: pass backwards, how to score, how to tackle, turnovers Young Leaders</p>	<p>Netball Gymnastics</p>	<p>Basketball OAA</p>	<p>Football Hockey</p>	<p>Athletics Cricket</p>	<p>Rounders Tennis</p>
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Learn how to plan, develop and lead break time activities for younger children.					
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COMPUTING

<p>E Safety – self-image and identity <u>Computing systems and networks – Communication and collaborations</u></p> <ol style="list-style-type: none"> To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication 	<p>E Safety – online relationships <u>Creating media – Webpage creations</u></p> <ol style="list-style-type: none"> To use a computer to create and manipulate three-dimensional (3D) digital objects To compare working digitally with 2D and 3D graphics To construct a digital 3D model of a physical object To identify that physical objects can be broken down into a collection of 3D shapes To design a digital model by combining 3D objects <p>To develop and improve a digital 3D model</p>	<p>E Safety – online reputation <u>Programming A – Variables in Games</u></p> <ol style="list-style-type: none"> Define a variable as something that is changeable Explain why a variable is used in a program Choose how to improve a game by using variables Design a project that builds on a given example Use a design to create a project Evaluate a project <p>End of unit outcome: design and improve a game in Scratch</p>	<p>E Safety – Managing online information <u>Creating Media – Webpage Creation</u></p> <ol style="list-style-type: none"> Know that websites are written in HTML Know the features of a webpage Understand the terms ‘copyright’ and ‘fair use’. Know how to add content to a web page Know how to use hyperlinks to link webpages. <p>Evaluate user experience of their own and other’s websites.</p>	<p>E Safety – Privacy and security <u>Programming B – Sensing movements</u></p> <ol style="list-style-type: none"> To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device <p>To develop a program to use inputs and outputs on a controllable device</p>	<p>E Safety – Copyright and ownership <u>Data and information – Introduction to spreadsheets</u></p> <ol style="list-style-type: none"> To identify questions which can be answered using data To explain that objects can be described using data To explain that formulas can be used to produce calculated data To apply formulas to data, including duplicating To create a spreadsheet to plan an event To choose suitable ways to present data
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MFL

Core vocab recap as starter Clothes	Core vocab recap as starter Clothes	At school (Progressive) Subjects	At school (Progressive) Subjects	The weekend (Progressive) Time	The weekend (Progressive) Time
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(Intermediate) Variety of clothes Weather Opinions	(Intermediate) Variety of clothes Weather Opinions	Likes/ dislikes Start/ end	Likes/ dislikes Start/ end	Hobbies Opinions	Hobbies Opinions
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MUSIC

Improvising & composing -improvise and compose music for a range of purposes using the inter-related dimensions of music. -use and understand staff and other musical notations Music Express – World Unite	Improvising & composing -improvise and compose music for a range of purposes using the inter-related dimensions of music. -use and understand staff and other musical notations Music Express - Journeys	Play & perform - Ukulele -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -use and understand staff and other musical notations	Improvising & composing -improvise and compose music for a range of purposes using the inter-related dimensions of music. -use and understand staff and other musical notations Music Express --- Growth	Appraisal & history of music -listen with attention to detail and recall sounds with increasing aural memory -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	Performance End of Year show & Moving on – Music Express
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PSHE

Being me in my world Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy me Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	Relationships/Transition Self-esteem Positive mind-set Transition to secondary school Organisation, homework, expectations, travel, new friendships	Changing me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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