

## Y6 Curriculum Map 2022-2023

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE</b>	Loving; Other faith Judaism; Vocation & Commitment	Vocation & Commitment; Expectations	Sources; Unity	Unity; Death and New Life	Witnesses; Healing; Other faith: Islam	Healing; Common Good
<b>PSHE and RSE</b>	<p><b>Being Me in My World</b> Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics Democracy, having a voice</p> <p>Anti-social behaviour Role-modelling</p> <p><b>Well-being: Yoga bugs- The Victorians</b></p>	<p><b>Celebrating Difference</b> Assertiveness</p> <p>Prejudice and discrimination</p> <p>My values and those of others</p> <p>Challenging stereotypes Discrimination in school</p> <p>How prejudice and discrimination fuels bullying</p> <p>Being inclusive</p>	<p><b>Dreams and Goals</b> What are my dreams and goals?</p> <p>Steps to success</p> <p>Coping when things don't go to plan</p> <p>Rewarding my dreams Intrinsic and extrinsic motivation</p> <p>Keeping my dreams alive</p> <p>How dreams and goals change in response to life</p> <p><b>Yoga Bugs: All About our heart</b></p>	<p><b>Healthy Me</b> Healthy choices about my emotional health</p> <p>Managing stress</p> <p>Attitudes towards drugs</p> <p>Managing my choices around substances</p> <p>Managing my nutritional choices</p> <p>Medicines and immunisation</p> <p>Healthy choices about physical activity and rest/sleep</p>	<p><b>Relationships</b> My changing web of friendships</p> <p>Support I need now and in the future</p> <p>Developing positive relationships</p> <p>What external factors affect relationships, e.g. media influences?</p> <p>Assertiveness in relationships</p> <p>The changing role of families</p> <p><b>Yoga Bugs: SATs preparation</b></p>	<p><b>R.S.E Journey in Love</b></p> <p>To develop a secure understanding that stable and caring relationships, which may be of different types, are the heart of happy families.</p> <p>To explain how human life is conceived.</p> <p>To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships</p>
<b>ENGLISH Spoken Language</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					
<b>ENGLISH Speaking and Listening</b>	Class reader: Participating in discussions including discussing impact of authors' use of language on reader.	Class reader: Oral comprehension  Maintain attention and participate actively in	Class reader: Consider and evaluate different viewpoints.  Debate: Participating in discussions and	Class reader continued: Oral comprehension.  Respond to comments.	Class Reader  Drawing inferences, explaining/discussing their understanding of	Class Reader Drama: role play, including freeze frame, based on WW2  Learning and reciting poetry. Performance poetry

	Persuasive speeches at House Captain elections	conversations.	presentations. Participating actively in conversations; articulate and justify answers, arguments and opinions	Speak audibly and fluently with increasing command of standard English.	what they have read.	Perform in end of year play-learn lines and act out script.
<b>ENGLISH Reading:</b>	<i>The Lion Above the Door- Onjali Q Rauf</i> <i>Harry Potter-</i> J.K Rowling Extracts: <i>Nevermoor-</i> Jessica Townsend Theme of magic- look at magical settings Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. Compare characters, language, plot techniques Comprehension <i>Twelfth Night</i> –Young Shakespeare Company workshop. Read aloud and to understand the meaning of new words that they meet  Plazoom Comprehension: Coventry Cathedral	Use copies of First News to analyse articles Comprehension skills  Myths: <i>The Glass Knight</i> <i>The Lambton Worm-</i> look at structure of text Explore figurative language  Read aloud and to understand the meaning of new words that they meet  Plazoom Comprehension: Better Than a Box of Gold Poetry: Together Again	Wordsmith: <i>The Great Debate</i> Persuasive language Participate in debate based on reading  Read aloud and to understand the meaning of new words that they meet  Plazoom Comprehension: The Conservation Conundrum Poetry: Letter From a Lemur	Wordsmith: Fantastic, Funny, Frightening Explore new words in context Scanning for key information e.g. looking for descriptive words associated with a setting  Read aloud and to understand the meaning of new words that they meet  Plazoom Comprehension: Class 10's Blog: How We Saved the Plazoom Oak	<i>Letters from the Lighthouse-</i> Emma Carroll <i>Carrie's War-</i> Nina Bawden Examine use of flashbacks  Read aloud and to understand the meaning of new words that they meet  Plazoom Comprehension: Matamorphosis Poetry: Many Roads	Wordsmith: Amazing Inventions  Extracts: <i>Goodnight Mr Tom</i> – Michelle Magorian Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i> .  Poems- read aloud and learn by heart  Read aloud and to understand the meaning of new words that they meet  Plazoom Comprehension: A New Beginning
<b>ENGLISH Writing</b>	<b>Fiction and Non-Fiction</b> <i>Harry Potter</i> – <b>-Instruction writing potions/spells; adverts for wands and brooms</b> -use organisational and presentational devices to structure text <b>-Recount- memories: use the persuasive device to write a memory from their own experience</b> <b>Recount- (possible HP studio visit)</b> use a wide range of devices to build cohesion within and across paragraphs <b>-Character descriptions</b> Select appropriate grammar and vocabulary, describe characters and integrate dialogue to convey character and advance the action <b>This is Your Life</b>	<b>Non- Fiction: Journalistic writing;</b> Scripts- news bulletins- select the appropriate form and use other similar writing as models for their own - use further organisational and presentational devices to structure text and to guide the reader <b>Fiction: Description- mythical creatures</b> <b>Story: write own myth based on the structure of</b> <i>The Glass Knight</i> and <i>The Lambton Worm.</i> <i>Arabian Nights</i> - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey	<b>Non-Fiction- The Great Debate</b> <b>Discussion texts- write balanced and persuasive arguments on controversial issues;</b> add depth to paragraphs; using other similar writing as models for their own -note and develop initial ideas, drawing on reading and research where necessary - use further organisational and presentational devices to structure text - ensure the consistent and correct use of tense throughout a piece of writing	<b>Fiction writing Fantastic, Funny, Frightening</b> -compare style in different genres. -explore formal and informal language. -develop editing, proof-reading and peer-review skills. - use other similar writing as models to write stories for younger readers. -perform their own compositions - assess the effectiveness of their own and others' writing  <b>Non-Fiction Letter writing</b> formal/informal letters - identify the audience for and purpose of the writing	<b>Non-Fiction: Letters Informal – letters from evacuees linked to WW2 topic.</b> <b>Text: Letters from the Lighthouse by Emma Carroll</b>  <b>Fiction: diary writing from WW2</b> <b>Play scripts WW2</b> Evacuees: write own playscript -techniques; footnotes; stage directions - select the appropriate form and use other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research	<b>Poetry</b> <b>e.g. Ted Hughes, John Asgard</b> Free Verse; explore similes, metaphors, personification Change vocabulary to enhance effects. -Write own poems -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  <b>Amazing Inventions</b> <b>Write a report about the best invention.</b> <b>Explanation of how it works</b> - note and develop initial ideas, drawing on reading and research where necessary - use further organisational and presentational devices to structure text and to guide the

	<p><b>Biography/auto-biography;</b> <b>Diary writing.</b> Independent research project_</p> <ul style="list-style-type: none"> <li>-identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own</li> <li>- note and develop initial ideas, draw on reading and research where necessary</li> </ul> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p>character and advance the action</p> <ul style="list-style-type: none"> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensure correct subject and verb agreement</li> <li>- distinguish between the language of speech and writing and choose the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> </ul> <p><b>Non-chronological report</b> <b>- write a report about your mythical creature</b></p> <ul style="list-style-type: none"> <li>- select the appropriate form and use other similar writing as models for their own</li> </ul> <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>Dictionary and thesaurus work to build vocabulary.</p>	<ul style="list-style-type: none"> <li>-use a wide range of devices to build cohesion within and across paragraphs</li> <li>- proof-read for spelling and punctuation errors</li> </ul> <p>Character descriptions Link to Miss Trunchbull from <i>Matilda</i> and Mr Wonka from <i>Charlie and the Chocolate Factory</i> by Roald Dahl Dictionary and thesaurus work to build vocabulary.</p>	<p>where necessary</p> <ul style="list-style-type: none"> <li>- using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Autobiography: Year Book Memories</b> <b>-write from personal experience.</b></p> <p><b>Extended story- <i>Mysteries of Harris Burdick.</i></b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>reader</p> <p>Dictionary and thesaurus work to build vocabulary.</p> <p>English transition work: character description of god/goddess based on Greek myth of Erysichthon.</p>
<b>ENGLISH Spelling</b>	Suffixes: ious, able, ible, ial, ant, ent, homophones;	Prefixes: tele, circum. co, re	ie, ei, ough; word roots.	prefixes, suffixes, double letters Revision- Y5/6 spelling list.	Silent letters: kn, ps, mn, gn, wr	homophones ending in se or ce.
<b>ENGLISH Grammar and Punctuation</b>	Revision of Word classes: nouns, verbs, adjectives, adverbs. Colons for lists Bullet points Apostrophes; expanded noun phrases; colons ; semi-colons, direct speech, active/passive voice.	Sentence structure; Modal verbs perfect verb forms; progressive tense punctuation – bullet points. Noun/verb use Synonyms/Antonyms Subject/Object adverbials	semi-colons; dashes; hyphens. Relative clauses Determiners Pronouns Prepositions Commas to avoid ambiguity Subordinating and coordinating conjunctions	active and passive voice; synonyms, antonyms. Grammar revision of KS2 objectives. Parenthesis Subjunctive tense	Revision of subjunctive tense; ellipsis. Standard English. Revision of progressive and perfect tense. Revision of active and passive voice.	Use a range of devices for cohesion- repetition, connectives; develop sentences using more than one subordinate clause.
<b>ENGLISH Handwriting</b>	Developing an individual handwriting style Revising slanted writing Practising keeping letters in correct proportion	Forming and joining the letter t joining to and from the letter o Practising punctuation	Practising spacing Practising writing instructions Practising fluency, speed and legibility	Forming letters at the correct height and size Leaving the correct space between letters joining to the letter r	Practising paragraphs Writing double letters Spacing within words Ensuring letters are the correct proportion	Practising presentation Practising fluency Practising speedwriting

	Practising writing fluently and legibly forming and joining descenders	Practice of slanting writing Capital letters	Diagonal joins and horizontal joins	Practising printing		
<b>MATHS</b>	Place value to 10,000,000; four rules; x and ÷ by 10, 100 and 1000; rounding; Multiplication and division 4 digits Brackets and algebra. 2D and 3D shapes; circles; Angles- missing angles in triangles and quadrilaterals, angles on a straight line Perimeter and area.- rectangles and compound shapes Volume	+ - x ÷ fractions; percentages; ratio; inverse operations; sequences; formulae; negative nos. Converting measures mm, cm, m, km. ml, litres; g,kg. Miles to km parallel lines; symmetry; nets Co-ordinates in four quadrants; reflecting on x and y axis.	Subtraction of large 7 digit nos. Equivalent fractions/decimals; factors, multiples, prime nos; money; Division by 2 digit nos.; Translating shapes;	Averages; line graphs, pie charts; Decimal multiplication problems; describing functions and no. sequences; ratios; algebra puzzles Coordinates; calculating angles using a protractor Opposite angles are equal	Decimal place value; positive and negative nos; fractions and percentages; algebra; scaling; multiplying and dividing by two digit numbers; multiplying by integers and decimals; Reading scales and measures problems; properties of 2D shapes; area, perimeter, volume.	Use division to find fractions of amounts; divide 4 digit nos. by 2 digit nos. Multiplication and division investigation; dividing with a decimal remainder; ratio; interpreting graphs; unusual multiplication methods; binary nos.; magic squares; Fibonacci sequence; % puzzles; word problems. Financial capability. Time intervals; Coordinates; angles;
<b>SCIENCE</b>	Evolution and inheritance	Living Things and their Habitats Micro-organisms	Animals including humans – the body	Human Body- keeping healthy	Electricity	Light SWCHS Transition unit: Spinners investigation Surface tension investigation
<b>COMPUTING</b>	<b>Communication</b> Computing systems and networks- Communication and collaboration  Project Evolve online safety Self image	<b>Web Page Creation</b> Websites  Project Evolve: Online reputation	<b>Variables in Games</b> How to improve a game by using variables  Project Evolve: Online bullying Managing health and well-being	<b>Introduction to Spreadsheets</b> Create a spreadsheet to plan an event  Project Evolve: Managing online information	<b>3D Modelling</b> Construct a digital 3D model of a physical object  Project Evolve: Online relationships	<b>Sensing</b> Design a project that uses inputs and outputs on a controllable device  Project Evolve: Copyright and ownership Privacy and security
<b>HISTORY</b>	The Victorians – life and family of Victoria, life for children in Victorian times	The Victorians – changes in Victorian Britain			World War II – causes of the war, life for women and families during the war	World War II – life for women and families (continued) Changes in Britain from 1945
<b>GEOGRAPHY</b>			The World –Continents-countries-capitals Main features of continents -highest/longest/deepest etc.	Time zones -Mountain Regions-Climate Zones South America		
<b>FRENCH</b>	Alphabet & spelling in French. Recap classroom instructions. Recapping personal questions. Recap numbers 1-60. (Extension numbers to 100). Weather & seasons. Describe the climate in different parts of France. Compass points. French poem about Autumn and perform it in small groups.		Countries that border France and flags – recap of colours and agreements. Recap of ER verbs – verb parler. Languages of European countries. Awareness of La Francophonie – plus French film set in Senegal.		Describe where they & others live - practising the key structure 'c'est' and 'ce n'est pas'. Places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). Develop dictionary skills & memory skills - poem about Paris.  French festivals – Bastille day. Extension of –ER verbs.	

<b>MUSIC</b>	Class ensemble, preparation and performance. Class choir and instrumental: J Pachelbel/The Farm, incorporating ukuleles. Curriculum links with English to tie in with writing a Biography; develop knowledge in musical history which could be used to prepare a biography.	Christmas preparation: More challenging songs in unison and 2-part harmony Class band arrangement to accompany Christmas song Curriculum links with RE	Class Band: Motown  Performance/instrumental skills, playing together, and improvising	Creative composing unit.	Preparation for KS2 summer show	Preparation and performance of summer show.
<b>ART</b>	William Morris- tiling; repeating patterns. Silk painting. Skills: using view finders; pattern making; identify motifs; tracing; repeating patterns; observational drawing; printing; colour-mixing; resist techniques.	Silk Painting; Sketch books: observational drawing. Shading. Clay dragons. Skills: shading Modelling with clay, pinching, rolling, making clay sphere by moulding around a bowl, using tools to hollow and smooth; make and join clay using slip, mixing acrylic paint with metallic paint to create burnished effect, creating a wash, biscuit firing.	A Sense of Place: Landscapes Skills: perspective, foreground/background use of colour to create depth. Aerial and vertical perspective. Use of viewfinders, use of grids; create thumbnail sketches; use of watercolours; brush strokes.	Landscapes- Kurt Jackson Clarice Cliff Skills: colour mixing; block colour; poster paints.	Landscapes- Blitz Skills: Pastels and charcoal use; silhouettes; graduating colours for background.	
<b>DT</b>	<u>Food technology</u> : afternoon tea-cakes. Hygiene, kitchen safety rules. Creaming method, weighing and measuring.  <u>Structures: Wand making</u> -strengthening paper. Skills: rolling paper to strengthen; use of glue gun to create texture and pattern; use of masking tape to mould.	<u>Food technology</u> – Burrito salad Skills: frying mince, chopping vegetables- knife skills	<u>Mechanisms</u> : Motorised vehicle. Skills: use a full range of materials and components, including construction materials and mechanical/electrical components.  <u>Food technology</u> : Make a meal eg. chicken goujons and vegetable rice Skills: Food safety, cutting, frying chicken, boiling rice; adapt and refine recipes by adding or substituting one or more ingredients eg. Parmesan cheese, to change the appearance, taste, texture and aroma.		<u>Textiles</u> : Felt Phone Cases Skills: how to measure, make a seam allowance, tape, pin, cut, shape and join fabric using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch.	<u>Food technology</u> - WWII cookery eg. cheese scones; eggless sponge; carrot cookies. Skills: Weighing, measuring; adapting recipes;  Tie-dye T-shirts- Skills: Use resist technique using elastic bands. Create patterns. Dye material.

<b>PE</b>	<b>INDOOR</b>	<p><b><u>Gymnastics</u></b> Travelling – Review of rolls and sequence building. Use of benches and "A" frames for elevation.</p> <p>Moving to run jump land preparation for vaulting.</p> <p>Introduction to Vault and basic transitions.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>SWITCHES TO OUTDOOR FOR FIRST WEEK</u></b> <b><u>Cross Country Trials</u></b> Event preparation</p> <p><b><u>Primary Sportshall Athletics</u></b> Start Eveque based skills building to the UKA Academy awards ladder of success badge scheme.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>Primary Sportshall Athletics</u></b> Continuation of badge scheme development, leading to event trials/preparation.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>SWITCHES TO OUTDOOR Netball</u></b> Throwing/Footwork/shooting and defending skills. Developing into game play.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p style="text-align: center;"><b>← Alternate →</b></p> <p><b><u>Rounders</u></b> Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p style="text-align: center;"><b>← Weeks →</b></p> <p><b><u>Athletics</u></b> Running techniques to cover sprint and middle distance-differences. Development of jumping/throwing techniques in preparation for quad kid and district sports trials</p> <p>Sports Day preparation and groupings-differentiation for ability.</p> <p><b>Bi-weekly swimming lessons</b></p>
	<b>OUTDOOR</b>	<p><b><u>Football</u></b> Striking/kicking skills developing into game play</p> <p><b><u>Handball</u></b> Last two weeks</p>	<p><b><u>Tag Rugby</u></b> Throwing/catching based skills developing into game play.</p> <p><b><u>Handball</u></b> Last two weeks</p>	<p><b><u>SWITCHES TO INDOOR Primary Sportshall Athletics</u></b> Running event trials and event preparation.</p>	<p><b><u>Hockey</u></b> Stick coordination and passing/striking skills.</p> <p><b><u>Handball</u></b> Last two weeks</p>	<p><b><u>Cricket</u></b> Development of bowling and batting techniques. Event preparation and trials.</p>	<p><b><u>Cricket</u></b> Sports Day preparation.</p> <p><b><u>Handball</u></b> Last week.</p>