

Y6 Curriculum Map 2024-2025

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RELIGIOUS EDUCATION	Loving; Other faith Judaism; Vocation & Commitment	Vocation & Commitment (continued); Expectations	Sources; Unity	Unity (continued); Death and New Life	Witnesses; Healing;	Healing (continued); Common Good Other faith: Islam
PSHE and RSE Personal, Social, Health Education Relationships and Sex Education	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 Difference Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	Dreams and Goals What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy Me Healthy choices about my emotional health Managing stress Attitudes towards drugs Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	Relationships My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	R.S.E Journey in Love To develop a secure understanding that stable and caring relationships, which may be of different types, are the heart of happy families. To explain how human life is conceived. 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 Crucial Crew workshops.
ENGLISH Spoken Language	Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 					
ENGLISH Speaking and Listening	Class reader: Participating in discussions including discussing impact of authors' use of language on reader. Persuasive speeches at House Captain elections	Class reader: Oral comprehension Maintain attention and participate actively in conversations.	Class reader: Consider and evaluate different viewpoints. Debate: Participating in discussions and presentations. Participating actively in conversations; articulate and justify answers, arguments and opinions	Class reader continued: Oral comprehension. Respond to comments. Speak audibly and fluently with increasing command of standard English.	Class Reader Drawing inferences, explaining/discussing their understanding of what they have read.	Class Reader Drama: role play, including freeze frame, based on WW2 Learning and reciting poetry. Performance poetry Perform in end of year play- learn lines and act out script.

<p>ENGLISH Reading:</p>	<p>Summer Read: <i>Brightstorm</i> by Vashti Hardy</p> <p><i>Harry Potter</i>- J.K Rowling Extracts: 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</p> <p><i>Romeo and Juliet</i> –Young Shakespeare Company workshop.</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: Coventry Cathedral</p>	<p>Use copies of First News to analyse articles Comprehension skills</p> <p>Myths: <i>The Glass Knight</i> <i>The Lambton Worm</i>- look at structure of text Explore figurative language</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: Better Than a Box of Gold Poetry: Together Again</p>	<p><i>The Great Debate</i> Persuasive language Participate in debate based on reading</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: The Conservation Conundrum Poetry: Letter From a Lemur</p>	<p>Wordsmith: Fantastic, Funny, Frightening Explore new words in context Scanning for key information e.g. looking for descriptive words associated with a setting</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: Class 10's Blog: How We Saved the Plazoom Oak</p>	<p><i>Letters from the Lighthouse- Emma Carroll</i> Extracts <i>Carrie's War</i>- Nina Bawden Examine use of flashbacks</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: Matamorphosis Poetry: Many Roads</p>	<p>Extracts <i>Paradise Barn</i>- Victor Watson <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>.</p> <p>Poems- read aloud and learn by heart</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: A New Beginning</p>
<p>ENGLISH Writing</p>	<p>Fiction Summer Read: <i>Brightstorm</i> by Vashti Hardy Newspaper articles Diary entries Descriptive writing Information texts about wolves Reports about famous expeditions Biographies of famous explorers Job applications- crew members</p> <p><i>Harry Potter</i> – -Instruction writing potions/spells; adverts for wands and brooms -use organisational and presentational devices to structure text -Recount- memories: use the pensieve device to write a memory from their own experience Recount- (HP studio visit) use a wide range of devices to</p>	<p>Non- Fiction: Journalistic writing; 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</p> <p>Fiction: Description-mythical creatures Story: Defeating the Monster- write own myth based on the structure of <i>The Glass Knight</i> and <i>The Lambton Worm</i>. - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - in writing narratives, considering how authors</p>	<p>Non-Fiction- <i>The Great Debate</i> Discussion texts- write balanced and persuasive arguments on controversial issues; 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</p> <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>Fiction writing <i>Fantastic, Funny, Frightening</i> -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</p> <p>Character descriptions Link to Miss Trunchbull from <i>Matilda</i>, Mr Wonka from <i>Charlie and the Chocolate Factory</i> by Roald Dahl and Madame Olympia from <i>Which Witch</i> by Eva Ibbotson. Dictionary and thesaurus work to build vocabulary.</p>	<p>Non-Fiction: Letters Informal – letters from evacuees linked to WW2 topic. Text: Letters from the Lighthouse by Emma Carroll Letter writing formal/informal letters - identify the audience for and purpose of the writing -use a wide range of devices to build cohesion within and across paragraphs - proof-read for spelling and punctuation errors</p> <p>Fiction: diary writing from WW2</p> <p>Autobiography: Year Book Memories -write from personal experience.</p> <p>Extended story- <i>Mysteries of Harris Burdick</i>.</p>	<p>Poetry e.g. Ted Hughes, John Asgard 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.</p> <p>Dictionary and thesaurus work to build vocabulary.</p> <p>English transition work: personification. Linked to Alice in Wonderland.</p> <p>Play scripts WW2 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 where necessary</p>

	<p>build cohesion within and across paragraphs</p> <p>-Character descriptions Select appropriate grammar and vocabulary, describe characters and integrate dialogue to convey character and advance the action</p> <p>Non- Fiction This is Your Life Biography/auto-biography; Diary writing. Independent research project, -identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own - note and develop initial ideas, draw on reading and research where necessary</p> <p>Dictionary and thesaurus work to build vocabulary.</p> <p>Shakespeare: Romeo and Juliet- interactive theatre by Young Shakespeare Company</p>	<p>have developed characters and settings in what pupils have read, listened to or seen performed</p> <ul style="list-style-type: none"> - ensuring the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement - distinguish between the language of speech and writing and choose the appropriate register - proof-read for spelling and punctuation errors <p>Non-chronological report - write a report about your mythical creature - select the appropriate form and use other similar writing as models for their own</p> <p>Dictionary and thesaurus work to build vocabulary.</p> <p>Poetry: Hands Around the Christmas Tree by A F Harrold</p>			<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>- using further organisational and presentational devices to structure text and to guide the reader</p>
ENGLISH Spelling	<p>Suffixes: ious, able, ible, ial, ant, ent, homophones;</p>	<p>Prefixes: tele, circum. co, re</p>	<p>ie, ei, ough; word roots, double letters, ard endings sub,</p>	<p>prefixes, suffixes, qu, tricky words Revision- Y5/6 spelling list.</p>	<p>Silent letters: kn, ps, mn, gn, wr</p>	<p>homophones ending in se or ce.</p>
ENGLISH Grammar and Punctuation	<p>Revision of Word classes: nouns, verbs, adjectives, adverbs. Active/passive voice. Expanded noun phrases</p> <p>Punctuation: Colons for lists Apostrophes; colons; semi-colons, direct speech</p>	<p>Sentence structure; Modal verbs perfect verb forms; progressive tense Noun/verb use Synonyms/Antonyms Subject/Object Adverbials Active and passive voice</p> <p>Punctuation – bullet points.</p>	<p>Perfect and progressive tense Relative clauses Determiners Pronouns Prepositions Commas to avoid ambiguity Subordinating and coordinating conjunctions Punctuation: brackets; dashes; hyphens.</p>	<p>Active and passive voice revision; synonyms, antonyms. Grammar revision of KS2 objectives. Subjunctive tense</p> <p>Punctuation: Parenthesis Revision of higher level punctuation</p>	<p>Revision of subjunctive tense; ellipsis. Standard English. Revision of progressive and perfect tense. Revision of active and passive voice.</p>	<p>Use a range of devices for cohesion- repetition, connectives; develop sentences using more than one subordinate clause.</p>
ENGLISH Handwriting	<p>Developing an individual style Revising slanted writing Practising keeping letters in correct proportion Practising writing fluently and legibly forming and joining descenders</p>	<p>Forming and joining the letter t joining to and from the letter o Practising punctuation Practice of slanting writing Capital letters</p>	<p>Practising spacing Practising writing instructions Practising fluency, speed and legibility Diagonal joins and horizontal joins</p>	<p>Forming letters at the correct height and size Leaving the correct space between letters joining to the letter r Practising printing</p>	<p>Practising paragraphs Writing double letters Spacing within words Ensuring letters are the correct proportion</p>	<p>Practising presentation Practising fluency Practising speedwriting</p>

MATHS	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.	Financial capability- money and budgeting, best value. Banking and salaries. Time zones around the world – interpreting graphs. Use division to find fractions of amounts; divide 4 digit nos. by 2 digit nos. Multiplication and division investigation; dividing with a decimal remainder; unusual multiplication methods; binary nos.; magic squares; Fibonacci sequence; % puzzles; word problems. Pattern in maths: Shape tessellations and circle patterns with compass
SCIENCE	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
PROJECT EVOLVE – ONLINE SAFETY	<p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> • Health, Well-being and Lifestyle • Privacy and Security • Copyright and Ownership Self-image and Identity • Online Relationships • Online Reputation • Online Bullying • Managing Online Information <p>Project EVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives, research, activities, outcomes, supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and personalised lessons are taught from outcomes to meet the children's needs.</p>					
COMPUTING	Communication Computing systems and networks- Communication and collaboration Project Evolve online safety Self image	Web Page Creation Websites Project Evolve: Online reputation	Variables in Games How to improve a game by using variables Project Evolve: Online bullying Managing health and well-being	Introduction to Spreadsheets Create a spreadsheet to plan an event Project Evolve: Managing online information	3D Modelling Construct a digital 3D model of a physical object Project Evolve: Online relationships	Sensing Design a project that uses inputs and outputs on a controllable device Project Evolve: Copyright and ownership Privacy and security
HISTORY	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
GEOGRAPHY			The World –Continents- countries-capitals South America Study	Time zones -Mountain Regions-Climate Zones Main features of continents -highest/ longest/deepest etc.		

FRENCH	<p>Alphabet & spelling in French. Recap classroom instructions & 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.</p>		<p>Countries that border France and flags – recap of colours and agreements. Introduction to regular ER verbs – verb habiter. Languages of European countries. Habiter + à/en/au/dans – when to use each.</p>		<p>Describe where they & others live - practising the key structures 'c'est' & il y a beaucoup de ... Extension of ER verbs – verb aimer. 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 online dictionary skills & memory skills – poem challenging racism Cher Frère Blanc by Léopold Sédar Senghor – first Senegalese President. Recap of the idea of La Francophonie from last year's French-geography day.</p>	
MUSIC	<p>Class ensemble, preparation and performance. Class choir and instrumental: J Pachelbel/The Farm, incorporating ukuleles.</p>	<p>Christmas preparation: More challenging songs in unison and 2-part harmony Class band arrangement to accompany Christmas song</p>	<p>Class Band: Motown Performance/instrumental skills, playing together, and improvising</p>	<p>Creative composing unit.</p>	<p>Preparation for KS2 summer show</p>	<p>Preparation and performance of summer show.</p>
ART	<p>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. Digital wallpaper made from tile.</p>	<p>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; biscuit firing; create a wash for a base then mix acrylic paint with metallic paint to create burnished effect.</p>	<p>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.</p>	<p>Landscapes- Kurt Jackson Clarice Cliff Skills: colour mixing; block colour; poster paints.</p>	<p>Landscapes- Blitz Skills: Pastels and charcoal use; silhouettes; graduating colours for background.</p>	
DT	<p>Aspect: Textiles Focus: Combining different fabric shapes Purpose: Design, make and evaluate a bag Cooking: Design, make and evaluate cakes for special event (afternoon tea concert for Y6 parents)</p>		<p>Aspect: Food technology Focus: Celebrating culture and seasonality Purpose: Make a meal eg. Burrito salad bowl for family dinner</p>			<p>Aspect: Electrical Systems Focus: Monitoring and Control Purpose: Design, make and evaluate an alarm Cooking: Design, make and evaluate cheese scone or eggless sponge using World War 2 recipe.</p>

PE	INDOOR	<p>Gymnastics 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>Bi-weekly swimming lessons</p>	<p>SWITCHES TO OUTDOOR FOR FIRST WEEK Cross Country Trials Event preparation</p> <p>Primary Sportshall Athletics Start Eveque based skills building to the UKA Academy awards ladder of success badge scheme.</p> <p>Bi-weekly swimming lessons</p>	<p>Primary Sportshall Athletics Continuation of badge scheme development, leading to event trials/preparation.</p> <p>Bi-weekly swimming lessons</p>	<p>SWITCHES TO OUTDOOR Netball Throwing/Footwork/shooting and defending skills. Developing into game play.</p> <p>Bi-weekly swimming lessons</p>	<p style="text-align: center;">← Alternate →</p> <p>Rounders Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.</p> <p>Bi-weekly swimming lessons</p>	<p style="text-align: center;">← Weeks →</p> <p>Athletics 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>Bi-weekly swimming lessons</p>
	OUTDOOR	<p>Football Striking/kicking skills developing into game play</p> <p>Handball Last two weeks</p>	<p>Tag Rugby Throwing/catching based skills developing into game play.</p> <p>Handball Last two weeks</p>	<p>SWITCHES TO INDOOR Primary Sportshall Athletics Running event trials and event preparation.</p>	<p>Hockey Stick coordination and passing/striking skills.</p> <p>Handball Last two weeks</p>	<p>Cricket Development of bowling and batting techniques. Event preparation and trials.</p>	<p>Cricket Athletics Sports Day preparation.</p> <p>Handball Last week.</p>
ENRICHMENT		<p>Sept 24th Visit to Harry Potter Studios – link to English writing lessons- descriptions, recount instructions.</p> <p>Wand making- DT link to Harry Potter Making Structures: strengthening paper. Skills: rolling paper to strengthen; use of glue gun to create texture and pattern; use of masking tape to mould.</p> <p>Young Shakespeare Company Interactive theatre: The Twelfth Night</p>	<p>Victorian Day- history link Children dress up and spend the day in a Victorian classroom- slate writing, ink pen writing, Victorian games, drill.</p>	<p>TBC: Visit to the Welcome Genome Science campus, Hinxton, for Marvellous Microbes workshop-</p> <p>Possible visit by doctor to talk about the heart</p>		<p>Tie-dye T-shirts- Skills: Use resist technique using elastic bands. Create patterns. Dye material.</p>	<p>Residential Visit to Grafham Water- team building and water-based activities, including kayaking, sailing, climbing, archery, mountain-biking, challenge activities.</p> <p>Crucial Crew PSHE workshops- to teach children how to stay safe and make the right personal choices (themes include road safety, online safety, fire safety, vaping awareness, age of criminal responsibility, healthy relationships, anti-social behaviour and good citizenship).</p>