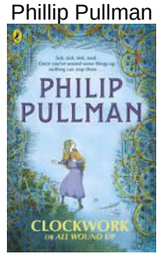
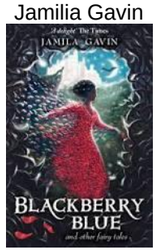
Year 6 Curriculum Map 2024 – 2025

Basic skills
Meaningful and varied opportunities to use and apply English and Maths skills/ knowledge, and to learn important vocabulary.

Cultural Capital
The need for our children to gain cultural capital that they would not otherwise gain due to a social deprivation.

Inclusion and the Local Context
Using the local context including diversity within the school and community

Mental Health
Developing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Tasks	N TWS: Romance – Paperman IWT: The Wishgranter IWT NF - Recount: Kingswood Recount.	NF – Persuasive Letter to Scrooge NF – Persuasive letter to another evil fictional character. N: History – Balanced Argument: Which British Monarch had the greatest impact?	NF: News Report: Goldilocks IWT: News report: On another fairy tale: Hansel and Gretel IWT: Blackberry Blue – The wolf and the witch: extra scene.	NF – Non Chronological report- Origin of Species SPaG/SATs focus in lessons	SATS revision IWT: Adventure: Indiana Jones IWT: Instructions: Purple Lady	N: TWS ghost story Thorn Hill N TWS: The Explorer
Grammar/ Punctuation terms	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial, expanded noun phrase, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, commas - ambiguity, **subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points**					
Reading Spine Books	Clockwork Phillip Pullman 	Free choice text	Blackberry Blue Jamilia Gavin 	On the Origin of Species (Sabina Radeva) and The Arrival (Shaun Tan) 	Traditional poetry	The Explorer Katherine Rundell
Maths	1 Weeks: Place value 5 Weeks: Calculation methods 1 Week: Assessment	5 Weeks: Fractions 2 Week: Assessment	2 Weeks: Decimals and measure 2 Weeks: Percentages 1 Week: Assessment	2 Week: Co-ordinates and shape 2 Weeks: Missing lengths ad angles 1 Week: Revision of FDP 1 Week: Assessment	Revision of calculation methods and areas identified from assessment.	Applying skills through problem solving projects/STEM.
Science	**BIOLOGY** ANIMALS INCLUDING HUMANS Mary Meynard Daly – Effects of sugar and cholesterol on the heart.	**PHYSICS** LIGHT Dr Willie Hobbs Moore- spectroscopy	**BIOLOGY** EVOLUTION AND INHERITANCE Charles Darwin – Theory of Evolution	**BIOLOGY** LIVING THINSG AND THEIR HABITATS Alexander Fleming – Discovery of antibiotics	**PHYSICS** ELECTRICITY	**STEM** *Recap learning from throughout the year and time to revisit where needed*
Computing Rising Stars E-Safety and Computing Schemes.	**E-Safety** Unit 6.1–We are online safety ambassadors. Reviewing and editing our online safety rules. Unit 6.2–We will not share inappropriate images. Inappropriate use of technology and the internet – nude selfies.		**E-Safety** Unit 6.3–We are safe social networkers Understanding that internet safety skills must always be switched on. Unit 6.4–We are respectful of others Respecting the personal information and privacy of others.		**E-Safety** Unit 6.5 –We are online safety problem solvers. Using our skills to resolve unfamiliar situations. Unit 6.6 –We are safe gaming experts. Creating and delivering advice on safe online gaming.	
	Autumn 1 **Planit Year 6. Spreadsheets** **Learn how to format spreadsheets and enter specific formulas.** • Enter data and formulae into a spreadsheet. • Order and present data based on calculations. • Edit and calculate data		**Spring 1** **Planit Year 6. Film Making** **Explore various aspects of film making.** • use appropriate software and other tools effectively to write a film script.		**Summer 1 and 2** **Planit Year 6: Scratch, Animated Stories** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical	

knowledge of good mental and physical health through successful relationships, effective self-care and resilience **Environmental Awareness** Knowledge and understanding of Climate Change **All different.** **All equal.** **All learning**		• Use a spread sheet to solve problems. • Design a spread sheet for a specific purpose. **<u>Autumn 2</u>** *Suggested extension and application of learning – incorporate Excel into maths or science to create graphs or charts*	• locate and check appropriate digital content, and provide accurate crediting of sources. • use digital recording devices to film and import into video editing software. • plan, conduct and import video interviews as part of a short film. use video editing software to turn a film project into a finished movie and present it. **<u>Spring 2</u>** *Suggested extension and application of learning – film and edit a video of a class debate, a discussion in a foundation subject or a time where a video/ podcast etc may fit in with the Year 6 curriculum.*	reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • create appropriate animations for a story scene. • structure and control the timing of events. • control when objects need to be visible • sequence events to create a story narrative. • add voice sounds to enhance an animated story. add interactive user features to a scene or story.
	History	<u>Autumn 2</u> Significant Monarchs Who was the most important British Monarch? The power and influence of Monarchy has changed throughout British History. William the conqueror, King John, Magna Carta, Henry VIII, Church of England, Dissolution, Queen Elizabeth I, Queen Victoria, King Charles I, Civil War. Know some of the key British Monarchs and the impact of their reign on England. • King Henry VIII – impact of the reformation/split from catholic church on England. Angered The Pope and the rest of Europe, caused many future wars. • Queen Elizabeth I – First queen of England, repelled the Spanish Armada. • King Charles I, led to Parliament being disbanded, caused the civil war. Ended the absolute power of the monarch. Make a historical case for which monarch they believe changed the course of British History.	<u>Spring 2</u> Inventions How have inventions changed the world? There are key moments when technology has changed how people live. Gressenhall EV – Inventions through time Workshop Technological advancement, farming, electricity, railways, computers, airplanes, Know some of the most significant inventions in human history and order them on a timeline (farming, metallurgy, steam, plastics). https://www.livescience.com/33749-top-10-inventions-changed-world.html the wheel, the nail, the compass, the printing press, the internal combustion engine, the telephone, the light bulb, penicillin, the internet, (perhaps contraception – link to SRE if appropriate.) Children to do some research in groups for their chosen invention – plan and present a historical argument for their invention. Why is their invention the most significant?	<u>Summer 1</u> Mayan Civilisation What impact did Christopher Columbus have on Mayan and indigenous societies? Different civilisations developed at different times in different places and sometimes events caused civilisations to end or disintegrate. Mayan Civilisation, empire, conquest, exploitation, extinction, indigenous, Who is Christopher Columbus? Why is there a Christopher Columbus day in America? How were The Americas discovered by Europeans? Who was living in the Americas when Christopher Columbus arrived. Examine the native societies already living there. How did the Mayans live and how do they compare to other civilizations we have studied? Explain the impact of European settlers on the Mayan civilisation. How did their society collapse?
	Geography	<u>Autumn 1</u> Has the Earth always looked like it does today? The Earth is constantly changing, sometimes quickly, sometimes slowly. Plate tectonics, subduction, crust, mantle, core, earthquake, epicentre, tsunami, continental drift. Know that the Earth has different layers and be able to name them and recognise some features. Understand how the Earth's surface has changed over millions of years Identify how the Earth's crust changes using plate tectonics. Know that the power (Richter scale) and impact (Mercalli scale) of Earthquakes can be measured. Know how Volcanos play a role in how the Earth's surface changes. Know the human impact of tectonically active regions.	<u>Autumn 1</u> Why are people destroying the Amazon Rainforest? Human activity can enhance and damage the natural environment. Deforestation, strip-mining, resources, responsibly sourced, plantation, habitat, eco-system, carbon footprint, conservation Locate and identify the features of rainforests. Use maps to compare a region through time. Recognise the earth's natural and finite resources and how rainforests contribute to these. Understand what deforestation is and its impact on natural environment. Analyse and compare the journey of how some products (chocolate bar?) are sourced and made.	<u>Summer 2</u> How can I find my way without a smart phone? We can use maps and compasses to find our way around. Fieldwork – orienteering, compass skills, fieldwork, aerial, routes, locational language, directional language Orienteering around local area, including map making and route finding to and from landmarks. Make a sketch map of a local area. Create directions using landmarks. Use a compass and directional language to create directions. Use grid references to locate local landmarks and features on an OS map.

		Written answer – concept question.				
	Art and Design	Autumn 1 Observational drawing: oil pastels Fruit: unusual shapes- bananas, pears, grapes applying cast shadow and exploring the effect of light on objects. How does the shape of objects effect how it is drawn? By adding tone to a drawing, you can create shadow and perspective. Cast shadow, form shadow, light source, tint, tone, shade pressure, highlight.		Spring 1 Environment – acrylic on canvas Flowers inspired by Georgia O'Keefe How can you convey mood through tone and colour? Choice of colour (warm and cold) and tone can convey emotion to the audience. Warm colour, cold colour, mood, convey, tone, colour palette		Summer 1 Environment – acrylic on canvas Flowers inspired by Georgia O'Keefe How can you convey mood through tone and colour? Choice of colour (warm and cold) and tone can convey emotion to the audience. Warm colour, cold colour, mood, convey, tone, colour palette **ART WEEK** – pottery focus
	Design and Technology	Autumn 2 Create a pencil case (refer to plans). Textiles- Combining different fabric shapes. How does the fastener you use affect the purpose and function of the design? Some fasteners are unsuitable for certain users due to safety considerations and manual dexterity. Hem, template, fastening, design criteria, textile		Spring 2 Create a children's toy for a particular age range (refer to plans). Mechanisms- Cams How does the intended user affect the product design? That the intended user plays a huge part in each aspect of the product. Cam, axle, shaft, crank, handle, rotary motion, oscillating motion.		Summer 2 Creating spaghetti Bolognese for family Designed for families taste n Cookery- Celebrating different tastes and dietary requirements. Is possible to cater to many tastes and dietary requirements at one event. When catering for a single event you must consider who you are catering for: allergies, insolences, and flavours so that everybody can eat something. Experience a range of different cookery techniques: stove top, oven and cold. Ingredients, recipes,
	Music	Autumn 2 **Happy (Taylor Swift)** **Listen & Appraise: Happy (Pop/Neo Soul)** **Perform & Share**		Spring 2 **Music and Me (Music Theory)** **Listen & Appraise:** **About the Artists** **Create** **Perform Share and Present**		**End of Year Show** Performing music – end of year show. Re-writing lyrics.
	Languages Twinkl Spanish	**Autumn 1** The Wider World		**Spring 1** My Routine		**Summer 1** Free Time
	PE/Games	**Basketball** **Fitness & Yoga**	**Gymnastics** **Handball**	**Outdoor and Adventurous Activities** **Netball**	**Hockey** **Pupil Voice Choice**	**Cricket** **Tennis**	**Athletics** **Rounders**
	PSHE	**Jigsaw – Being me in my world** Key questions: What are the rights of the child and how might they not be met? How can my actions affect others? How can I participate in a democracy? **Black History Month** • African Kingdoms timeline	**Jigsaw – Celebrating difference** Key questions: What is "normal"? What is power and how is it used? How might differences cause conflict? Why might someone choose to be a bully?	**Jigsaw – Dreams and goals** Key questions: How can I set realistic goals? How can I make the world a better place? What do others like about me?	**Jigsaw – Healthy me** Key questions: How can I make healthy choices? How do different drugs affect my physical and mental health? Why and how do some people exploit others? How can I look after my mental health?	**Jigsaw - Relationships** Key questions: How can I take care of my mental health? How might a person experience grief? How can I use technology positively?	**Jigsaw - Changing me** Key questions: What is body image? How do male and female bodies change during puberty? How does a baby develop in the womb? What is physical attraction and how might it change my feelings towards someone? How can I protect my own self-esteem?

		• Slavery and the abolitionists / Harriet Tubman • Influential black politicians information text • Chris Ofili “No Woman No Cry” collage focus in Art Discussion and focus on BLM					
	RE	Autumn 1 Theme: Beliefs and Practices **Key Question:** What is the best way for a Muslim to show commitment to God? **Religion:** Islam		Spring 2 Theme: Easter **Concept:** Gospel **Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth? **Religion:** Christianity		Summer 2 Theme: Festivals and stories **Key Question:** How do Muslims celebrate their beliefs? **Religion:** Islam Trip to cathedral and mosque to compare religions.	
	Trips and Experiences	**Kingswood Residential**		**Gressenhall – Inventions through time Workshop**	**Science – Bug Parc**	**Gravity Trampoline Park – PE and SATS activity**	**Cathedral/Mosque Visit**

Our curriculum:

- is underpinned by our aims, values and purpose.
- develops the whole child – knowledge, skills, understanding and attitudes.
- is broad, balanced and has clear progression in subject knowledge and skills.
- is flexible and responsive to individual needs and interests (e.g. through choice of ‘Key Questions’)
- encourages the use of environments beyond the classroom.
- makes meaningful links between areas of knowledge across the curriculum
- makes links with the major issues of our time.
- has a local, national and international dimension.
- is filled with rich first-hand purposeful experiences.