Year 6 Curriculum Map 2022-23

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Skills	By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.					
	Curriculum	Kensuke's Kingdom.	Goodnight Mister Tom. Michelle Magorian.	Streetchild. Berlie Doherty.	Holes. Louis Sachar.	SATS preparation.	Transition.
English	Skills	Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.					

	Curriculum	Kensuke's Kingdom narrative. Coventry Cathedral recount. The Arrival – chapter write.	The Arrival – refuge narrative. Report (British History Books). Paperman.	Fictional letter (King Kong). Next chapter write (King Kong). Newspaper article (King Kong).	Leaflet – persuasive (Galapagos Islands). Biography (Charles Darwin). Explanation (Human Evolution).	SATS revision. Poetry. Narrative (Varmints). Fairy Tale (Hansel and Gretel – Neil Gaiman).	Transition.
SPAG		Revisit KS2 taught material. See NC or classroom secrets LTP for information.	**Synonyms and Antonyms** **Word Classes** (subject, object) **Subjunctive form** (if I were or were they, question tags)	**Punctuation** (colon to introduce a list, semi colons within lists, bullet points) **Active and Passive** (Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	**Formal and Informal** (The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out-discover; ask for-request]) **Punctuation** (Using colons, semi colons or dashes to mark the boundaries between independent clauses) **Hyphens** (avoid ambiguity)	**Revision** **Cohesion** (repetition, adverbials such as *on the other hand*, ellipses) **Lay-out Devices** (columns, sub-headings etc)	**Consolidation**
Maths	Skills	Detailed progression of skills using the White Rose Scheme of work					
	Curriculum	Place Value Addition Subtraction	Multiplication Division Fractions Position and Direction	Decimals Percentages Algebra	Measurement Perimeter and Area Ratio	Angles Shapes Problem solving	Investigations

Science	Skills	**Planning** • Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. • Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work. • The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample. **Taking measurements** • The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. • During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value). **Recording Data** • The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. • Children present the same data in different ways in order to help with answering the question. **Identifying scientific evidence** • Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. • They talk about how their scientific ideas change due to new evidence that they have gathered. • They talk about how new discoveries change scientific understanding. **Reporting findings** • In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge. • They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. • They identify any limitations that reduce the trust they have in their data. • They communicate their findings to an audience using relevant scientific language and illustrations. **Using results** • Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.

	Curriculum	<u>Electricity</u> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • 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. • Use recognised symbols when representing a simple circuit in a diagram.	<u>Hearts and Lungs</u> •Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. •Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. •Describe the ways in which nutrients and water are transported within animals, including humans.	<u>Classification</u> • Classify living things into broad groups according to observable characteristics and based on similarities and differences. • Give reasons for classifying plants and animals based on specific characteristics. • Know how animals and plants are adapted to suit their environment. • Know about reproduction and offspring (recognising offspring normally vary and are not identical to their parents). • Know the ways in which nutrients and water are transported in animals, including humans.	<u>Evolution</u> • Know about evolution and can explain what it is. • Know how fossils can be used to find out about the past. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<u>Forces</u> •Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. •Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. •Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. •Describe the Sun, Earth and Moon (using the term spherical). •Know and demonstrate how night and day are created. •Know about and explain the movement of the Moon relative to the Earth.

Computing	Skills	<u>Computer Science</u> 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 reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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. <u>Information Technology</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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. <u>Digital Literacy</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.						
	Curriculum	**Unit 6.1** **Coding** **Number of Weeks – 6** **Main Programs** – 2Code	**Unit 6.2** **Online safety** **Weeks – 2** **Programs** - Various	**Unit 6.3** **Spreadsheets** **Weeks – 5** **Programs** – 2Calculate	**Unit 6.4** **Blogging** **Weeks – 5** **Programs – 2Blog**	**Unit 6.5** **Text Adventures** **Weeks – 5** **Programs** – 2Code, 2Connect	**Unit 6.6** **Networks** **Weeks – 3**	**Unit 6.7** **Quizzing** **Weeks – 6** **Programs** – 2Quiz, 2DIY, Text Toolkit, 2Investigate

History	Skills and Curriculum	**World War II (Extended Chronological study including Local History)** Pupils should be taught a study of an aspect or theme in British History that extends chronological knowledge beyond 1066. *A significant turning point in British History* Pupils should be taught about an aspect of Local History *A study of an aspect of history significant in the locality* **Historical Knowledge** **Constructing the past** Show evidence and understanding of the political, social and economic impact of WWII on the local community **Sequencing the past** Independently sequence the key events of World War II, including those in the local area using a range of dates and period labels accurately., **History Concepts** **Change and development** Identify similarities and differences between the impact of the war on the local area and the nation as a whole. **Cause and effect** Recognise and explain different causes and effects for the length of the War on the local community. **Significance and interpretations** Explain which part of the War was most significant and why. Recognise how there could be different interpretations about life in the local community during World War II **Historical Enquiry** **Planning and carrying out a historical enquiry** Independently plan an enquiry based on the impact of War on families in the local community, considering the social and economic impact of war. **Using sources as evidence** Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why were the sources produced and the reliability of the author.		

Geography	Skills		*Understand and describe the key aspects of earthquakes.* *Use the 8 points of a compass, 6 figure grid references, symbol and key (Ordnance Survey) to build knowledge of major earthquakes of the world.* *Compare the physical geographical features of earthquake areas of the world.*	*Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.* *Use 8 points of a compass, 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) of the local area.*
	Curriculum		**Trade and Economics** **Physical and Human Themes** • explain what trading is; • explain the difference between imports and exports; • list some goods exported from the UK; • list some goods imported to the UK; • name some countries the UK exports goods to; • name some countries the UK imports goods from; • name some goods exported from El Salvador to the UK; • list some products that are fairly traded; • describe how goods can be the product of more than one country; • describe how trade took place in Tudor and Victorian times. **Map and Atlas Work** • use an atlas to find countries; • locate El Salvador on a world map; **Fieldwork and Investigation** Use digital mapping to research factual information about how trade takes place today, as well as in the Tudor and Victorian era.	**Local area study** **Map and Atlas Work** Use 6 figure grid references to identify the local area. Identify features of the area on OS maps. Use a large scape OS map of the local area to annotate with photography and information about a local issue, linking to features on the map. **Fieldwork and Investigation** Plan and carry out an investigation to find out how the local area is changing using a range of digital resources.

RE	Skills	**Beliefs and teachings (what people believe)** Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities **Practices and lifestyles (what people do)** Explain how selected features of religious life and practice make a difference to the lives of individuals and communities **Expression and language (how people express themselves)** Explain how some forms of religious expression are used differently by individuals and communities **Identity and experience (making sense of who we are)** Make informed responses to questions of identity and experience in the light of their learning **Meaning and purpose (making sense of life)** Make informed responses to questions of meaning and purpose in the light of their learning **values and commitments (making sense of right and wrong)** Make informed responses to people's values and commitments (including religious ones) in the light of their learning				
	Curriculum	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs make people behave well towards others? Islam Beliefs and practices	How significant was it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion? Christianity Christmas	Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell us about what a religion believes and what happens after death? Christianity Beliefs and practices	Is Christianity still a strong religion 2000 years after Jesus was on earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone life? Christianity Easter	Does belief in Akhirah (life after death) help muslins to lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Islam Beliefs and practises

<table>
<tr><td rowspan="2">Art</td><td>Skills</td><td colspan="3"><u>Drawing</u>
Do their sketches communicate emotions and a sense of self with accuracy and imagination?
Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques?
<u>Painting</u>
Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques?
<u>Sketchbooks</u>
Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
<u>3D/Textiles</u>
Can they use a range of information to inform their design? Can they follow and refine their plan if necessary? Can they justify their plan to someone else?
<u>Collage</u>
Can they use tools and materials precisely? Do they change the way they are working if needed? Can they combine visual and tactile qualities to express mood and emotion?
Can they be expressive and analytical to adapt, extend and justify their work?
<u>Knowledge</u>
Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Do they learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information?</td></tr>
<tr><td>Curriculum</td><td><u>Sculpture</u>
WW2 – Henry Moore/sculpture</td><td><u>Abstract Art/Portraits.</u>
Evolution – create a portrait of a monkey or an ape.</td><td><u>Pointillism</u></td></tr>
<tr><td rowspan="2">Design and Technology</td><td>Skills</td><td colspan="3"><u>Developing, planning and communicating ideas</u>
• Communicate their ideas through detailed labelled drawings
• Develop a design specification
• Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways
• Plan the order of their work, choosing appropriate materials, tools and techniques.
<u>Working with tools equipment materials and components to make quality products</u>
• Select appropriate tools, materials, components and techniques
• Assemble components make working models
• Use tools safely and accurately
• Construct products using permanent joining techniques
• Make modifications as they go along
• Pin, sew and stitch materials together create a product
• Achieve a quality product
<u>Evaluate processes and products</u>
• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
• Record their evaluations using drawings with labels
• Evaluate against their original criteria and suggest ways that their product could be improved</td></tr>
<tr><td>Curriculum</td><td><u>Food Technology</u>
Grandparents Tea Party/WWII day
Canapés</td><td></td><td><u>3D models</u>
Fairground rides
Design, build and evaluate fairground rides.</td></tr>
</table>

PSHE	Skills	To explain how choices can have an impact on people in our immediate community and globally. To empathise with others in their community and globally and explain how this can influence the choices they make.	To explain ways in which difference can be a source of conflict or a cause for celebration. To show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	To explain different ways to work with others to help make the world a better place. To explain what motivates us to make the world a better place.	To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. To identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. To explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and my friends in real or online situations. To offer strategies to help them manage these feelings and situations.	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To recognise how they feel when reflecting on becoming a teenager and how they feel about the development and birth of a baby.
	Curriculum	**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** 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** Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	**Changing me** Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Music	Skills	**Musical learning focus:** Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place					

	Curriculum	**I'll Be There** All the learning in this unit is focused around one song: I'll Be There by The Jackson 5 - a Unit of Work about Michael Jackson, his music and how he contributed to the development of Pop music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	**Classroom Jazz 2** This is a six week Unit of Work that builds on previous learning. All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.	**A New Year Carol** A Friday Afternoons Song by Benjamin Britten This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.	**Happy** This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?	**You've Got A Friend** This is a six-week Unit of Work. All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.	**Reflect, Rewind and Replay** This Unit of Work consolidates the occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

PE	Skills	**INVASION GAMES** **Children will be taught to:** Understand that when team has ball they are attacking and when they don't they are defending. Understand the different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to get ready for games. Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best.	**GYMNASTICS** **Children will be taught to:** Make a sequence and adapt it to different apparatus layouts. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with others. Use compositional ideas (contrasts and variation in speed, shape, level, timing and action). Know the benefits of gymnastics. Understand the importance of warming up. Value of exercise outside of school day. Devise effective warm up for gymnastics.	**NET AND WALL GAMES** **Children will be taught to:** Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed, height and direction of ball. Know where to stand when attacking and defending. Explain why they or others are playing the game well. Know what they need to do to improve. Understand how to change the court to make it easier/ harder. Improve precision, accuracy and speed. Task: play games and change the size of the court, net and equipment used. Play tennis singles/ doubles with rules in place.	**STRIKING AND FIELDING** **Children will be taught to:** Use and adapt rules, strategies and tactics, using knowledge of batting and fielding. Evaluate strengths and weaknesses of own and others' performances and suggest improvements. **Rounders or cricket.**	**ATHLETICS** **Children will be taught to:** Develop consistency of actions in a number of events. Increase number of techniques used. Sustain pace over longer distances e.g. sprint for seven seconds, run for one or two minutes. Throw with greater control and accuracy. Perform a range of jumps showing power, control and consistency at both take off and landing. Understand the benefits of exercise. Say why some athletic activities can improve power, strength or stamina and explain how these can help performance. Task: Children to measure how long or high they can jump using standing jumps, jumps with run ups, combination jumps. Children to use	**INVASION GAMES** **Children will be taught to:** Understand that when team has ball they are attacking and when they don't they are defending. Understand the different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to get ready for games. Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best.

		Know how invasion games helps your fitness and benefits of playing outside the school.	Task: create and perform floor and apparatus routine for an audience that will include between 8 – 10 elements. Include twisting and turning, flight, changes of direction and speed and contrasting shapes and balances.			different ways to measure. Children to measure throws e.g. for height, distance, with run ups and with different equipment.	Know how invasion games helps your fitness and benefits of playing outside the school.
	Curriculum	Gymnastics Invasion Games	Gymnastics Invasion Games	Dance Net and Wall Games	Dance Net and Wall Games	Athletics Striking and fielding	Athletics Striking and fielding

MFL	Skills	Describe what other people like to do. Use third person singular form of the present tense. Talk about what they have done using the past tense. Recognise some verbs are irregular. Write several sentences from memory. Build sentences.	Understand the main points from a spoken story or poem. Prepare a short talk on a familiar subject. Use second person to ask questions. Use a range of spoken language confidently. Understand the main points from a written text. Write simple sentences using the past tense.	Use familiar words to construct sentences. Recognise that 'vous' is used for more than one person and 'tu' is used for one person. Talk about what they have done using the past tense. Recognise the vous, ils, ells forms of some common verbs. Write simple sentences using the past tense.	Understand the main points from a short spoken passage, story or poem. Can join in with a longer conversation. Can perform a simple role play. Can talk about what I have done using the past tense. Understand the main points of a short written text. Use familiar words to write sentences using the past tense.	Can perform a simple role play. Talk about what I am going to do. Appreciate why certain words have been written in stories, songs or poems. Can identify future tense. Write the correct forms of simple adjectives. Identify future tense. Use the correct form of some irregular verbs.	Use French articles confidently and correctly. Identify future tense. Write a short passage from memory. Write regular French nouns. Write the correct form of some irregular verbs.
	Curriculum	Salut Unit P Actions	Salut Unit Q In France	Salut Unit R Family	Salut Unit S A weekend with friends	Salut Unit T The future	Salut Unit U Jobs