

## Y6 Curriculum Map 2020-2021

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</b>	<b>Personal Development</b> Class agreement Prefects and responsibility House Captains, School council, chaplaincy team; Democracy; Personal targets;  Personal hygiene Zones of regulation  Focus on experiences of lockdown following COVID 19 and the children's emotional well-being.	<b>Families and people who care about me</b> Stable, caring relationships; Marriage as a commitment  Physical fitness and exercise  Jobs and vocations Zones of regulation	<b>Online Relationships</b> Staying safe online; e-safety;  Healthy eating Drugs and alcohol awareness Exercise  Zones of regulation	<b>Caring Friendships</b> How we treat other people based on our understanding that we are made in God's image  Zones of regulation	<b>Respectful relationships</b> Courtesy and manners Respecting differences Anti-bullying Transition- moving on Independence  Jobs/careers Breaking down stereotypes  Zones of regulation	<b>Being safe</b> Possible Grafham Water residential visit TBC Relationships and Sex education – conception and birth Crucial crew: drugs, bullying, internet safety, first aid, cycling safety; smoking, and alcohol awareness, fire safety; the law – age of criminal responsibility Staying safe on social media Transition- independence and responsibility Financial Capability- money in the real world/ wages/ banking/ tax
<b>ENGLISH Reading:</b>	<i>Harry Potter</i> - J.K Rowling Extracts: <i>The Nowhere Emporium</i> - Ross Mackenzie <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	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	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	Wordsmith: Fantastic, Funny, Frightening <i>Treasure Island</i> - Robert Louis Stevenson 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	Wordsmith: Amazing Inventions <i>Carrie's War</i> - Nina Bawden Examine use of flashbacks  Read aloud and to understand the meaning of new words that they meet	Extracts: <i>Letters from the Lighthouse</i> - Emma Carroll <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
<b>ENGLISH Writing</b>	<b>Fiction and Non-Fiction</b> <i>Harry Potter</i> – -Instruction writing <b>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</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	<b>Non-Fiction- <i>The Great Debate</i></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	<b>Fiction writing</b> <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	<b>Non-Fiction: <i>Amazing Inventions</i></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	<b>Poetry</b> 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

	<p><b>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>Biography/auto-biography; Diary writing.</b>  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><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p>structure text and to guide the reader  <b>Fiction: Description-mythical creatures</b>  <b>Story: write own myth based on the structure of <i>The Glass Knight</i> and <i>The Lambton Worm</i>.</b>  <i>Arabian Knights</i>  - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  - 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> <p><b>Non-chronological report</b>  - <b>write a report about your mythical creature</b>  - 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>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>as models to write stories for younger readers.  - perform their own compositions  - assess the effectiveness of their own and others' writing</p> <p><b>Non-Fiction</b>  <b>Letter writing</b>  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><b>Treasure Island</b>  M and M Theatre group visit  Character descriptions  Pirate stories  Wanted posters</p> <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>- use further organisational and presentational devices to structure text and to guide the reader</p> <p><b>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  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>movement so that meaning is clear.  <b>Playscripts;</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 where necessary  - using further organisational and presentational devices to structure text and to guide the reader</p> <p>Dictionary and thesaurus work to build vocabulary.</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</b>	Revision of word classes: nouns, verbs, adjectives, adverbs. Colons for lists Bullet points Apostrophes; expanded noun	Sentence structure; Modal verbs perfect verb forms; progressive tense punctuation – bullet	semi-colons; dashes; hyphens. Relative clauses Determiners Pronouns	active and passive voice; synonyms, antonyms. Grammar revision of KS2 objectives. Parenthesis	Revision of subjunctive tense; ellipsis. Standard English. Revision of progressive and perfect tense.	Use a range of devices for cohesion- repetition, connectives; develop sentences using more than one subordinate clause.

<b>Punctuation</b>	phrases; colons ; semi-colons, direct speech, active/passive voice.	points. Noun/verb use Synonyms/Antonyms Subject/Object adverbials	Prepositions Commas to avoid ambiguity Subordinating and coordinating conjunctions	Subjunctive tense		
<b>ENGLISH Handwriting</b>	Developing an individual handwriting style Revising slanted writing Practising keeping letters in correct proportion Practising writing fluently and legibly forming and joining descenders	Forming and joining the letter t joining to and from the letter o Practising punctuation Practice of slanting writing Capital letters	Practising spacing Practising writing instructions Practising fluency, speed and legibility Diagonal joins and horizontal joins	Forming letters at the correct height and size Leaving the correct space between letters joining to the letter r Practising printing	Practising paragraphs Writing double letters Spacing within words Ensuring letters are the correct proportion	Practising presentation Practising fluency Practising speedwriting
<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	Electricity	Light	SWCHS Transition unit: Spinners investigation Surface tension investigation
<b>COMPUTING</b>	Algorithms Scratch Coding X tables game	Skills- PowerPoint-presentations using hyperlinks	We are network technicians	We are advertisers	We are travel writers	We are publishers
<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 war
<b>GEOGRAPHY</b>			The World –Continents-countries-capitals Main features of continents – highest/longest/deepest etc.	Time zones -Mountain Regions-Climate Zones Political/Relief Maps		
<b>FRENCH</b>	Pupils begin this unit by recapping personal questions and numbers 1-60. They then learn to describe the weather. They then move on combine weather and seasons and describe the climate in different places. They will study a French poem about Autumn and perform it in small groups.		Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'. They will learn the vocabulary for 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). They will develop their		There are opportunities for revision and consolidation of essential KS2 language, however there are also new topics and projects to explore, including holidays, clothes, going to a café and/or buying ice creams.	

			dictionary and memory skills, learning a French poem about Paris and creating their own version. Pupils will learn about some key French festivals and extend their use of '-ER' regular verbs in the present tense.			
<b>MUSIC</b>	Class ensemble, prep and performance. Class choir and instrumental: Symphony No. 9 (Ode to Joy) <a href="http://www.musicbyarrangement.co.uk/schoolband/page3.html">http://www.musicbyarrangement.co.uk/schoolband/page3.html</a>	Christmas preparation: More challenging songs in unison and 2-part harmony	Exploring sounds and improvisation to develop a composition soundscape	Composing a song	Preparation for Junior show	Preparation for Junior 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 clay 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- Clarice Cliff Skills: colour mixing; block colour; poster paints.	Landscapes- Blitz Skills: Pastels and charcoal use; silhouettes; graduating colours for background.	Lichtenstein-style portraits Skills: Use of Been Day style coloured dots to create pop art portraits. Create colour wheel; identify complementary colours; use of coloured pencils.
<b>DT</b>	<u>Food technology</u> : afternoon tea-cakes. Hygiene, kitchen safety rules. Creaming method, weighing and measuring. <u>Structures</u> : <u>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> – Christmas cookery- seasonal cooking; spiced biscuits; Skills: melting method; rolling dough and cutting shapes. <u>Mechanisms</u> : Fairground Rides Skills: use a full range of materials and components, including construction materials and mechanical components.	<u>Food technology</u> : Burritos. Skills: food safety and kitchen hygiene; safe-knife handling and cutting skills.	<u>Food technology</u> : Chicken Curry Skills: Food safety, cutting, frying chicken, making sauce; adapt and refine recipes by adding or substituting one or more ingredients 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> – cottage pie Skills: frying mince, chopping vegetable – knife skills; making stock, boiling (potatoes).  Tie-dye T-shirts- Skills: Use resist technique using elastic bands. Create patterns. Dye material.	<u>Food technology</u> - WWII cookery eg. cheese scones; eggless sponge; carrot cookies. Skills: Weighing, measuring; adapting recipes;  Structures: Shelters: design and make a model Anderson shelter. Skills: join components, measuring and cutting, reinforce materials for strength

<b>PE</b>	<b>INDOOR</b>	<p><b>Gymnastics</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>SWITCHES TO OUTDOOR FOR FIRST WEEK</b></p> <p><b>Cross Country Trials</b> Event preparation</p> <p><b>Primary Sportshall Athletics</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>Primary Sportshall Athletics</b> Continuation of badge scheme development, leading to event trials/preparation.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b>SWITCHES TO OUTDOOR</b></p> <p><b>Netball</b> Throwing/Footwork/shooting and defending skills. Developing into game play.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b>Alternate</b> ←</p> <p><b>Rounders</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><b>Weeks</b> →</p> <p><b>Athletics</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>Football</b> Striking/kicking skills developing into game play</p> <p><b>Handball</b> Last two weeks</p>	<p><b>Tag Rugby</b> Throwing/catching based skills developing into game play.</p> <p><b>Handball</b> Last two weeks</p>	<p><b>SWITCHES TO INDOOR</b></p> <p><b>Primary Sportshall Athletics</b> Running event trials and event preparation.</p>	<p><b>Hockey</b> Stick coordination and passing/striking skills.</p> <p><b>Handball</b> Last two weeks</p>	<p><b>Cricket</b> Development of bowling and batting techniques. Event preparation and trials.</p>	<p><b>Cricket</b> Sports Day preparation.</p> <p><b>Handball</b> Last week.</p>