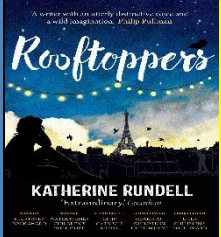
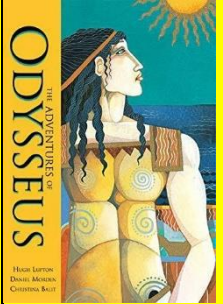
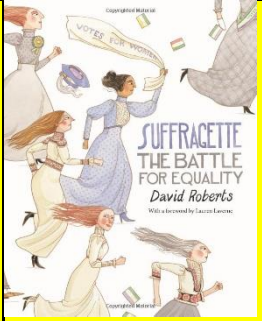
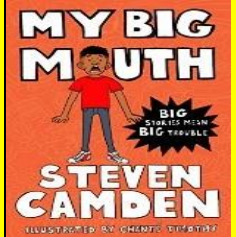
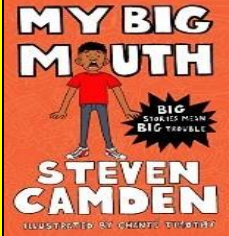
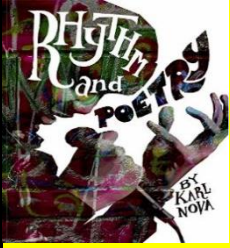


Curriculum Map for Year 6

Term	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
<p>POR Texts</p>	 <p><u>Rooftoppers by Katherine Rundell</u></p>	 <p><u>The Adventures of Odysseus by Hugh Lupton</u></p>	 <p><u>Suffragettes by David Roberts</u></p>	 <p><u>My big mouth by Steven Camden</u></p>	 <p><u>My big mouth by Steven Camden</u></p>	 <p><u>Rhythm and Poetry by Karl Nova</u></p>

<p style="text-align: center;"><b>Writing</b></p>	<p>To engage children with a story with which they will empathise</p> <p>To explore themes and issues, and develop and sustain ideas through discussion</p> <p>To develop creative responses to the text</p> <p>To compose poetry</p> <p>To write in role to explore and develop empathy for characters</p> <p>To write with confidence for real purposes and audiences</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; ▪ using a wide range of devices to build cohesion within and across paragraphs; ▪ using further organisational and presentational devices to structure text and to guide the reader</p>	<p>Overall aims of this teaching sequence.</p> <ul style="list-style-type: none"> <li>▪ To explore</li> <li>▪ To develop children’s skills as storytellers</li> </ul> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Assessing the effectiveness of their own and others’ writing</p>	<p>Note and develop initial ideas, ☒ In writing narratives, considering how authors have developed characters and settings in what they have heard or read</p> <p>☒ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>☒ Draft and write by selecting appropriate grammar and vocabulary</p> <p>☒ Use a range of devices to build cohesion within and across paragraphs</p> <p>☒ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p> <p>☒ Proofread for spelling and punctuation errors</p> <p>☒ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p>	<p>To engage children with a story with which they will empathise</p> <p>☒ To engage and respond to an emotive and gripping story with memorable characters</p> <p>☒ To explore how an author creates, shapes and develops characters throughout an extended narrative in novel form</p> <p>☒ To draw inferences about characters’ feelings, thoughts and motives from their actions and the author’s use of language</p> <p>☒ To explore themes and issues, and develop and sustain ideas through discussion</p> <p>☒ To develop creative responses to the text through drama, storytelling and artwork</p> <p>☒ To write in role to explore and develop empathy for characters</p> <p>☒ To write with confidence for real purposes and audiences</p>	<p>To engage children with a story with which they will empathise</p> <p>☒ To engage and respond to an emotive and gripping story with memorable characters</p> <p>☒ To explore how an author creates, shapes and develops characters throughout an extended narrative in novel form</p> <p>☒ To draw inferences about characters’ feelings, thoughts and motives from their actions and the author’s use of language</p> <p>☒ To explore themes and issues, and develop and sustain ideas through discussion</p> <p>☒ To develop creative responses to the text through drama, storytelling and artwork</p> <p>☒ To write in role to explore and develop empathy for characters</p> <p>☒ To write with confidence for real purposes and audiences</p>	<p>To explore and understand the importance of poetry as a genre</p> <ul style="list-style-type: none"> <li>▪ To explore musicality, rhythm and rhyme in poetry</li> <li>▪ To know how to listen and respond to a wide range of poems from a single poet collection</li> <li>▪ To understand that poems are written for different reasons</li> <li>▪ To interpret poems for performance</li> <li>▪ To gain and maintain the interest of the listener through effective performance of poems</li> <li>▪ To recognise how a poet uses poetry as a voice to express their own feelings and views</li> <li>▪ To draft, compose and write poems based on personal interests, experiences and emotions or fantasy poems using language and form with intent for effect on the reader</li> </ul>
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Reading	Reading books that are structured in different ways	Continuing to read and discuss an increasingly wide range of fiction	Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books	Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books	Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books	Identifying and discussing themes and conventions in and across a wide range of writing
	Reading for a range of purposes	Reading books that are structured in different ways and reading for a range of purposes	☑ Read books that are structured in different ways and reading for a range of purposes	☑ Read books that are structured in different ways and reading for a range of purposes	☑ Read books that are structured in different ways and reading for a range of purposes	☑ Making comparisons within and across books
	Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves.	Increasing their familiarity with a wide range of books	☑ Identifying and discussing themes and conventions in and across a wide range of writing	☑ Identifying and discussing themes and conventions in and across a wide range of writing	☑ Identifying and discussing themes and conventions in and across a wide range of writing	☑ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
	Identifying and discussing themes and conventions in and across a wide range of writing	Identifying and discussing themes and conventions in and across a wide range of writing	☑ Making comparisons within and across books	☑ Making comparisons within and across books	☑ Making comparisons within and across books	☑ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	Making comparisons within and across books	Making comparisons within and across books	☑ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	☑ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	☑ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	
	Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	☑ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			
	Ask questions to improve their understanding		☑ Distinguish between statements of fact and opinion			
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		☑ Retrieve, record and present information from non-fiction			
	Predicting what might happen from details stated and implied					
	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas					
Participate in discussions about books that are read to them and those they can read for themselves, building on						
Their own and others' ideas and challenging views courteously						
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary						

<p style="text-align: center;"><b>Speaking and Listening</b></p>	<p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Consider and evaluate different viewpoints, attending to and build on the contributions of others</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Consider and evaluate different viewpoints, attending to and build on the contributions of others</p>	<p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Consider and evaluate different viewpoints, attending to and build on the contributions of others</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>
<p style="text-align: center;"><b>Maths</b></p>	<p><b>Place Value</b> <b>The Four operations</b></p>	<p><b>Fractions</b> <b>Converting Units</b></p>	<p><b>Ratio</b> <b>Algebra</b> <b>Decimals</b></p>	<p><b>Fractions, Decimals and Percentages</b> <b>Area, Perimeter and Volume</b> <b>Statistics</b></p>	<p><b>Shape</b> <b>Position and direction</b></p>	<p><b>Themed projects</b> <b>Problem solving</b></p>

Science topic/objectives	<b>Animals including Humans</b> An introduction to the circulatory system The impact of diet Transportation of nutrients and water in humans and animals	<b>Electricity</b> 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	<b>Habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics	<b>Light</b> Recognise that light appears to travel in straight lines  Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	<b>SATs Revision and prep.</b>	<b>Evolution and Inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  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
	<b>History</b> The Ancient Greeks					
Geography			<b>Does the Orangutan need our help?</b> 1. Pre-assessment and Knowledge organiser 2. To know where Orangutans originate from and understand their natural habitats 3. To know the how, what and why in terms of the Orangutans and their adaptations 4. To understand the human geography of Borneo 5. To understand the physical geography of Borneo 6. To know where Borneo is located (country, continent and cities) 7. To learn about deforestation in Borneo 8. To learn about what Palm Oil is and its uses 9. To form opinions on Palm Oil 9. Final study written piece – do the orangutans need our help?		<b>SATs Revision and prep.</b>	<b>Why does the population change?</b> <ul style="list-style-type: none"><li>To understand the change and distribution of the global population.</li><li>To define birth and death rates and describe why they change.</li><li>To recognise the push and pull factors influencing migration.</li><li>To begin to understand the impact climate change can have on the global population.</li><li>To collect data showing how population impacts the amount of traffic and litter in an area.</li><li>To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</li></ul>
Art and design	<b>Drawing – make my voice heard</b> From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings.		<b>Craft and design: Photo opportunity</b> Developing photography skills and techniques to design a range of creative photographic outcomes.			<b>Sculpture and 3D: Making memories</b> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

DT	<b>Cooking and nutrition: Come dine with me</b> Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.		<b>Electrical systems: Steady hand game</b> Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.			<b>Digital world: navigating the world</b> Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.
Computing E Safety throughout	<b>Program Unit 1</b> Developing and Designing Programs	<b>Network</b> Networks, Data and HTML/CSS	<b>Data</b> Introducing spreadsheets	<b>Program Unit 2</b> Developing and Designing Programs	<b>App Unit 1</b> Developing Apps	<b>App Unit 2</b> Developing Apps
PHSE	<b>Families &amp; Relationships</b>	<b>Health &amp; Wellbeing</b>	<b>Safety &amp; The Changing Body</b>	<b>Citizenship</b>	<b>SATs Revision and prep.</b>	<b>Economic Wellbeing</b>
Music	<b>Songs of World War II</b>	<b>Theme and variation – Pop Art</b>	<b>Baroque</b>	<b>SATs Revision and prep.</b>	<b>SATs Revision and prep.</b>	<b>Composing and Performing a Leavers' Song</b>
RE	<b>UC Creation</b> 2b.2 Creation and Science: conflicting or complementary? Digging deeper	<b>DS Sikhism</b> L2.9 What are the deeper meanings of Festivals? Digging Deeper	<b>UC God</b> U2.1 What does it mean if God is holy and loving? Digging Deeper	<b>DS Judaism</b> U2.10 What does it mean for a Jewish person to follow God? Digging Deeper	<b>UC Salvation</b> U2.7 What difference does the Resurrection make for Christians? Digging Deeper	<b>DS Islam</b> U2.9 What does it mean for Muslims to follow God? Digging Deeper
PE	<b>Football</b>	<b>Athletics</b>	<b>Gymnastics</b>	<b>Tennis</b>	<b>Dance</b>	<b>Orienteering</b>
	<b>Dodgeball</b>	<b>Hockey</b>	<b>Netball</b>	<b>Cricket</b>	<b>Tag Rugby</b>	<b>Basketball</b>
Visits and Visitors	<b>Visits/ Visitors:</b>	<b>Visits/ Visitors:</b> Residential	<b>Visits/ Visitors:</b>	<b>Visits/ Visitors:</b> Cartwright Hall – Arts Award	<b>Visitors/ Visit:</b>	<b>Visits/ Visitors:</b> Marks & Spencer Bikeability