



## Year 6 Curriculum Map 2024/2025

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>English</b>	<p><b><i>Regular assessment &amp; revision of basic skills</i></b> Spelling, punctuation and grammar Sentence level work Comprehension Reading for pleasure – whole books <b><i>EdShed/SPAG (crystal Explorers)</i></b></p> <p><b><u>Poetry – City Jungle, The City, London</u></b> Explore language features to create a short atmospheric piece of writing.</p> <p><b><u>Get ready to read: Reader’s Theatre</u></b> Fluency. Non-fiction and poetry</p> <p><b><u>Get ready to write: Grammarsaurus</u></b> Place value of punctuation</p> <p><b><u>Persuasion - London</u></b> Persuade a school/family to book a London trip (History Museum, Matilda the musical, river cruise, London Eye and TATE Britain)</p> <p><b><u>Recount – London/Buddhism and Angel of the North</u></b></p> <p><b><u>Wonder book study</u></b> with Class assembly</p> <p><b><u>Cross curriculum links for English</u></b> <i>History, comparing Athenians with Spartans – big question. Who were the best, who were the strongest, who were the most successful?</i></p>	<p><b><i>Regular assessment &amp; revision of basic skills</i></b> Spelling, punctuation and grammar Sentence level work Comprehension Reading for pleasure – whole books</p> <p><b><u>The Fib/Eighteenth Emergency book study</u></b></p> <p><b><u>Fiction</u></b> Character description, first day jitters school setting, story extract of tour around new school (include speech/personification of setting and character thoughts and feelings).</p> <p><b><u>Non-chronological reports</u></b> <i>Myths and Legends - mythical creatures</i> (Ancient Greece and Ancient Egypt)</p> <p><b><u>Fiction / play-scripts – Macbeth</u></b> Story opening - descriptions of character and setting - creating atmosphere and mood Atmospheric Writing</p> <p><b>Debate</b> - Who is truly responsible for King Duncan’s death?</p> <p><b><u>Short Book Study</u></b></p>	<p><b><i>Regular assessment &amp; revision of basic skills</i></b> Spelling, punctuation and grammar Sentence level work Comprehension Reading for pleasure – whole books</p> <p><b><u>Comprehension Focus – extracts from different genres</u></b></p> <p><b><u>SATs Assessments</u></b></p> <p><b><u>Dance Recount</u></b></p> <p><b><u>Short Narrative – fiction</u></b></p> <p><b><u>Recipes / instructions</u></b> - Greek cooking day. Writing a recipe from the cooking day.</p> <p><b><u>Autobiography - Memories of Whinney Banks Primary School.</u></b> The Piano. Roald Dahl - going solo. Memories of school trips and experiences e.g. London recount, dance performance etc.</p>

<p><b>Maths</b></p>	<p><b>Regular recap of basic skills throughout the year.</b>  Weekly arithmetic assessments.  Area, perimeter of quadrilaterals &amp; triangles and compound shapes (including missing dimensions)</p> <p><b>Number and place value</b>  Number addition and subtraction  Number bonds, mental calculation  Problem solving  Counting (warm up/mental maths)  Comparing numbers  To 1,000,000  Identifying, representing and estimating  Reading and writing numbers  Understanding place value  Negative numbers  Rounding  To nearest T, H, TH, TTH, HTH  Problem solving  Times tables, prime numbers, square numbers</p> <p><b>Number multiplication and division</b>  Multiplication and division facts  Mental calculation  Written calculation  Standard written methods  Properties of numbers - multiples, factors, primes, square numbers  Inverse operations, estimating and checking answers  Problem solving</p> <p><b>Fractions</b>  Counting in fractional steps  Recognising fractions  Comparing fractions  Comparing decimals  Equivalence (including fractions, decimals and percentages)  Problem solving  Measurement -  Comparing and estimating  Converting</p>	<p>Times tables, prime numbers, square numbers  Weekly arithmetic assessments.  Pre and post learning test for each individual topic  Practice SATs arithmetic, reasoning A and reasoning B papers</p> <p><b>Number place value</b>  Counting (warm up/mental maths)  Comparing numbers  To 1,000,000  To 3 decimal places  Identifying, representing and estimating  Reading and writing numbers  Roman numerals to 1000  Understanding place value  Rounding  To whole number  To 1 and 2 decimal places  Problem solving  Money and measures</p> <p><b>Number addition and subtraction</b>  Number bonds  Mental calculation  Written methods  Column addition including decimals  Decomposition including decimals  Inverse operations, estimating and checking answers  Rounding for estimation  Problem solving</p> <p><b>Number multiplication and division</b>  Properties of numbers: multiples, factors, primes, square and cube numbers  Prime numbers to 100  Inverse operations, estimating and checking answers  Algebra - equations and expressions</p> <p><b>Fractions - counting in fractional steps</b>  Recognising fractions  Comparing fractions  Common denominators  Comparing decimals  Rounding including decimals</p>	<p>Times tables, prime numbers, square numbers  Weekly arithmetic assessments  Pre and post learning test for each individual topic  Practice SATs arithmetic, reasoning A and reasoning B papers</p> <p><b>Number place value</b>  Counting (warm up/mental maths)  Forwards and backwards from any given number in steps of any given amount.  Comparing numbers  Identifying, representing and estimating  Reading and writing numbers  Interpret numbers written in Roman Numerals  Roman Numerals to 10,000  Understanding place value  Rounding</p> <p><b>Number addition and subtraction</b>  Mental calculation  Written methods  Inverse operations, estimating and checking answers  Rounding for estimation  Inverse to check results  Problem solving  Algebra – equations, formulae, sequences  Fraction - equivalence (including fractions, decimals and percentages)  Addition and subtractions of fractions  Multiplication and division of fractions</p> <p><b>Geometry - position, direction and movement</b>  Measurement - measuring and calculating  Perimeter, area and volume  Telling the time  Statistics - interpreting, constructing and presenting data  Solving problems</p>
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<b>Science</b>	<p><b>Materials</b></p> <p>Mixing/separating</p> <p>Reversible/irreversible changes</p> <p>Soluble/insoluble</p> <p>Dissolving</p> <p>Heating/cooling</p> <p><b>Changing circuits</b></p> <p>Circuit diagrams</p> <p>Investigating circuits</p> <p>Insulators/conductors</p> <p>Open investigations</p>	<p>Forces - spinners/parachutes/Newton meters</p> <p>Friction</p> <p>Magnets</p> <p>Testing strength</p> <p>Light – shadows, transparent/translucent/opaque, properties of light</p> <p>Sound – vibration, instruments, pitch, open investigations</p>	<p><b>Life processes and living things</b></p> <p>Skeleton/organs</p> <p>Pulse rate</p> <p>Habitats</p> <p>Classification and keys</p> <p>Plants and flowers</p> <p>Understanding the implications of science</p> <p>Open investigations</p>
<b>History</b>	<p><b>Ancient Greece – Life in Ancient Greece</b></p> <p>Society</p> <p>Social Pyramid (ranking both civilisations)</p> <p>Spartans and Athenians</p> <p>Myths and legends</p> <p>Gods &amp; Goddess</p> <p><b>Ancient Egypt</b></p> <p>Society</p> <p>Social Pyramid</p> <p>Who killed Tutankhamun?</p> <p><b>Geography Links:</b></p> <p>Locate the UK, Europe, and Ancient Greece &amp; Ancient Egypt on a world map.</p>	<p><b>Ancient Greece – Life in Ancient Greece</b></p> <p>Entertainment, past times and games</p> <p>Beliefs</p> <p>Achievements</p> <p><b>Ancient Egypt</b></p> <p>Entertainment, past times and games</p> <p>Beliefs</p> <p>Achievements</p> <p><b>Geography Links:</b></p> <p>Describe where places are using directional vocabulary.</p>	<p><b>Ancient Greece – Life in Ancient Greece</b></p> <p>Democracy</p> <p>Food (farming) and drink</p> <p>Handling and researching Greek artefacts</p> <p><b>Ancient Egypt</b></p> <p>Democracy</p> <p>Food (farming) and drink</p> <p>Compare Ancient Egypt and Ancient Greece on a timeline</p> <p>Comparing lifestyles/battle/food between Greece and Egypt</p> <p><b>Geography Links:</b></p> <p>Building a coherent knowledge of Egyptian and Greek history</p>
<b>RE</b>	<p><b>Christianity and Buddhism</b></p> <p><b>Buddhist Temple Visit</b></p> <p>What is God like and how does believing in God influence people’s lives?</p>	<p><b>Christianity and Buddhism</b></p> <p>Beliefs and questions: how people’s beliefs about God, the world and others influence their lives.</p> <p>Beliefs in action in the world: how religions and</p>	<p><b>Christianity and Buddhism</b></p> <p>How and why do religions teach that people should care for others and the natural world?</p>

	<p>Symbols and religious expression: how religious and spiritual ideas are expressed.</p> <p>Research and learn about Buddhism faith, beliefs and practises.</p> <p>Compare/contrast to previous Religious learning.</p> <p>Tour of the cathedral and experience a Christian place of worship.</p> <p>Identify significant areas/artefacts within the cathedral and discuss practices.</p> <p>Compare &amp; contrast to Buddhism.</p>	<p>beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p>Religion and the individual: what is expected of a person in following a religion or belief</p> <p>Teachings and authority: what sacred texts and other sources say about God, the world and human life.</p>	<p>How do we decide what is right or wrong? What do religions say?</p> <p>What makes some books sacred and what influences do they have on believer's lives? Stories with a didactic message</p> <p>How and why do Buddhists celebrate Vesak?</p>
<p><b>Geography</b></p>	<p><b>World knowledge</b></p> <p>Research capital cities and languages spoken in different countries.</p> <p>Identify physical &amp; human geographical features-locate them on a map. Research and plot major rivers and mountain ranges.</p> <p><b>Which geographical features can the UK be proud of?</b></p> <p>Learn about the countries and cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. KS2 - use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p><b>World knowledge</b></p> <p>Research capital cities and languages spoken in different countries.</p> <p>Identify physical &amp; human geographical features-locate them on a map. Research and plot major rivers and mountain ranges.</p> <p><b>How are natural resources used to produce energy?</b></p> <p>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. KS2 - use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p><b>World knowledge</b></p> <p>Research capital cities and languages spoken in different countries.</p> <p>Identify physical &amp; human geographical features-locate them on a map. Research and plot major rivers and mountain ranges.</p> <p><b>What is a river? Field Trip will be covered in this topic.</b></p> <p>Identifying the source, mouth and explaining the route it takes in relation to where we live.</p> <p>How does the availability of clean water impact on human life? Route of River Tees. Investigate the processes within the water cycle then discover where a river starts and ends. Discuss how rivers are used by humans before moving on to explore the River Nile in greater depth. Learn to locate the River Nile and understand its impact on Egypt.</p> <p>Look at the River Tees from source to sea considering physical and human changes along its course. locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

<b>Art</b>			<b>Art appreciation</b> Revision of main elements of art. Study of a variety of art pieces and artists. <b>Drawing, Colour, Paint/Texture &amp; Clay</b> Observational drawing- paper, materials, tassels and fabric Complimentary colours Textures/colours Clay work- imprint, texture and material Visit to Tate Britain, London (to be confirmed)		
<b>DT</b>	<b>Inventors &amp; Innovators</b> Research and learn about inventors and innovators. <b>Moving Models (wood)</b> Research, evaluate, design and make a motorised wooden model.  <b>Food Technology- Greek day</b> Research and learn about Greek cuisine. Learn about sources and processes of foods. Plan, design and cook a Greek banquet. Taste and evaluate Greek food.				
<b>Music</b>		<b>Singing</b> Learn songs and improve skills and technique. Develop musical terminology and respond to direction given to improve performance. <b>Music Appreciation</b>		<b>Music Appreciation</b> Listen and respond to of variety of styles and genres of music. Identify their places in history. <b>Untuned Percussion</b> Practise, play and perform given music. Improvise and compose own pieces using informal and informal notation. <i>Theme- atmospheric music based on Macbeth</i>	Listen and respond to of variety of styles and genres of music. Identify their places in history. <b>Tuned Percussion</b> Practise, play and perform given music. Improvise and compose own pieces using informal and informal notation. <i>Theme- Inner beauty and appreciation</i>
<b>French</b>	<b>Revision/consolidation of previous years</b> Greetings		<b>French Food</b> Café role play, trying French food, creating a French		<b>Showcase of French skills</b>

	<p>Creating dialogue</p> <p><b>School/other places</b></p> <p>Numbers Multiples of 10 to 100</p> <p>On the way to school</p> <p>Directions</p> <p>Places</p> <p>Countries</p>		<p>menu, investigating French culture with food</p> <p>Traditional dishes - culture</p> <p>Names of food and drinks</p> <p>Ordering food</p> <p>Songs and games</p>		<p>Revision, practise and performance of all French learnt.</p>	
<b>Computing</b>	<p><b>E-Safety</b></p> <p>Purple Mash / Ed Shed/ Home Learning Platforms</p> <p><b>Email</b></p> <p>Formatting text</p> <p>Attaching and sending photos</p> <p><b>Excel</b></p> <p>Entering text into cells</p> <p>Formatting cells</p> <p>Creating graphs</p> <p>Copying graphs to other programs</p> <p>Creating formulae</p> <p>Resizing text and cells</p> <p>Party planning activity linked to Christmas</p> <p><b>Powerpoint</b></p> <p>Creating slides</p> <p>Adding effects</p> <p>Formatting</p> <p>Presenting information</p>		<p><b>E-Safety</b></p> <p><b>Media</b></p> <p>Digital imaging- taking photos, editing photos –</p> <p>Merging photos and text linked to SRTRC unit of work</p>		<p><b>Coding</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
<b>PE</b>	<p>Athletics/ Fitness Training</p>	<p>Tag Rugby</p>	<p>Gymnastics</p>	<p>Dance performance</p>	<p>Outdoor Athletics/Fitness Training</p>	<p>Rounders/Cricket (competitive)</p>
<b>PSHE</b>	<p>Rules</p> <p>E-safety</p> <p>Emotional health and wellbeing</p> <p>SRE (sex and religious education)</p>		<p>Mr D Foster - Step Up Together</p> <p>SRTRC</p> <p>Drugs</p> <p>E-safety</p>		<p>FCEW- Game Of Actual Life</p> <p>E-safety</p> <p>Transition</p>	