



## 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</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 and performance (Readers Theatre): non-fiction and poetry texts</p> <p><b><u>Get ready to write: Grammarsaurus</u></b> Place value of punctuation unit of work</p> <p><b><u>Book study: Wonder</u></b> <b>Performance: class assembly performed to whole school and parents</b></p> <p>Poetry: Playgrounds by Berlie Doherty Wonder by Natalie Merchant</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) or another place of interest.</p> <p><b><u>Recount – London / Buddhism and Angel of the North</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>Text study: Eighteenth Emergency</u></b> Rise in tension – short stories.</p> <p><b><u>Fiction</u></b> Write a short narrative to create mood and atmosphere.</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><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>

<b>Maths</b>	<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</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>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</p>

	<p>Comparing decimals  Equivalence (including fractions, decimals and percentages)  Problem solving  Measurement -  Comparing and estimating  Converting</p>	<p><b>Fractions - counting in fractional steps</b>  Recognising fractions  Comparing fractions  Common denominators  Comparing decimals  Rounding including decimals  Equivalence (including fractions, decimals and percentages)  Addition and subtractions of fractions  <b>Geometry - identifying shapes and their properties</b>  Drawing and constructing  Comparing and classifying  Angles  Measurement - comparing and estimating  Ratio and proportion - links with fractions/multiplication and division</p>	<p>Telling the time  Statistics - interpreting, constructing and presenting data  Solving problems</p>
<b>Science</b>	<p><b>Materials</b>  Mixing/separating  Reversible/irreversible changes  Soluble/insoluble  Dissolving  Heating/cooling  <b>Changing circuits</b>  Circuit diagrams  Investigating circuits  Insulators/conductors  Open investigations</p>	<p>Forces - spinners/parachutes/Newton meters  Friction  Magnets  Testing strength  Light – shadows, transparent/translucent/opaque, properties of light  Sound – vibration, instruments, pitch, open investigations</p>	<p><b>Life processes and living things</b>  Skeleton/organs  Pulse rate  Habitats  Classification and keys  Plants and flowers  Understanding the implications of science  Open investigations</p>
<b>History</b>	<p><b>Ancient Greece – Life in Ancient Greece</b>  Society  Social Pyramid (ranking both civilisations)  Spartans and Athenians  Food and farming  <b>Ancient Egypt</b>  Society  Social Pyramid  Food and farming  <b>Geography Links:</b>  Locate the UK, Europe, and Ancient Greece &amp; Ancient Egypt on a world map.</p>	<p><b>Ancient Greece – Life in Ancient Greece</b>  Culture and past times  Beliefs  Achievements  <b>Ancient Egypt</b>  Culture and past times  Beliefs  Achievements  <b>Geography Links:</b>  Describe where places are using directional vocabulary.</p>	<p><b>Ancient Greece – Life in Ancient Greece</b>  Democracy  Food (farming) and drink  Handling and researching Greek artefacts  <b>Ancient Egypt</b>  Democracy  Food (farming) and drink  Gods &amp; Goddess  Myths and legends  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> Building a coherent knowledge of Egyptian and Greek history</p>
<b>RE</b>	<p><b>Christianity and Buddhism</b> <b>Buddhist Temple Visit</b> What is God like and how does believing in God influence people's lives? Symbols and religious expression: how religious and spiritual ideas are expressed. Research and learn about Buddhism faith, beliefs and practises. Compare/contrast to previous Religious learning. Tour of the cathedral and experience a Christian place of worship. Identify significant areas/artefacts within the cathedral and discuss practices. Compare &amp; contrast to Buddhism.</p>	<p><b>Christianity and Buddhism</b> Beliefs and questions: how people's beliefs about God, the world and others influence their lives. Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment. Religion and the individual: what is expected of a person in following a religion or belief Teachings and authority: what sacred texts and other sources say about God, the world and human life.</p>	<p><b>Christianity and Buddhism</b> How and why do religions teach that people should care for others and the natural world? How do we decide what is right or wrong? What do religions say? What makes some books sacred and what influences do they have on believer's lives? Stories with a didactic message How and why do Buddhists celebrate Vesak?</p>
<b>Geography</b>		<p><b>World knowledge</b> Research capital cities and languages spoken in different countries. 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> 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> Research capital cities and languages spoken in different countries. 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> Identifying the source, mouth and explaining the route it takes in relation to where we live. 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. Look at the River Tees from source to sea considering physical and human changes along its course. locate the world's countries, using maps</p>

					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.
<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
<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 (One day within the summer term)</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.	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>

				<i>Theme- atmospheric music based on Macbeth</i>		
<b>French</b>	<b>Revision/consolidation of previous years</b> Greetings Creating dialogue <b>School/other places</b> Numbers Multiples of 10 to 100 On the way to school Directions Places Countries		<b>French Food</b> Café role play, trying French food, creating a French menu, investigating French culture with food Traditional dishes - culture Names of food and drinks Ordering food Songs and games		<b>Showcase of French skills</b> Revision, practise and performance of all French learnt.	
<b>Computing</b>	<b>E-Safety</b> Purple Mash / Ed Shed/ Home Learning Platforms <b>Email</b> Formatting text Attaching and sending photos <b>Excel</b> Entering text into cells Formatting cells Creating graphs Copying graphs to other programs Creating formulae Resizing text and cells Party planning activity linked to Christmas <b>Powerpoint</b> Creating slides Adding effects Formatting Presenting information		<b>E-Safety Media</b> Digital imaging- taking photos, editing photos – Merging photos and text linked to Show Racism the Red Card SRTRC unit of work Movavi – media software to create and edit multi-media projects		<b>Coding</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
<b>PE</b>	Athletics/ Fitness Training	Tag Rugby	Gymnastics	Dance performance	Outdoor Athletics/Fitness Training	Rounders/Cricket (competitive)

<b>PSHE</b>	Rules E-safety Emotional health and wellbeing SRE (sex and religious education)	Mr D Foster - Step Up Together SRTRC Community awareness (anti-social behaviour) Fair trade LGBTQ+ rights/protected characteristics Drugs E-safety	FCEW- Game Of Actual Life E-safety Transition to secondary school
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