



## Year 6 Curriculum Map 2021-22

		<b>Autumn 1 (7 weeks)</b>	<b>Autumn 2 (7 weeks)</b>	<b>Spring 1 (6 weeks)</b>	<b>Spring 2 (6 weeks)</b>	<b>Summer 1 (5 weeks)</b>	<b>Summer 2 (7 weeks)</b>
<b>TOPIC</b>		Energy and Light	The Maya	Pump It Up	Changing Planet Earth	Victorian Britain	Survival of the Fittest  Art Attack
<b>Text</b>		Horrible Science Killer Energy	Middle World	Pig Heart Boy	Kensuke's Kingdom	Street Child	Boy in the girl's bathroom
<b>English</b>	<b>Reading</b>	<p>To read age-appropriate non-fiction texts fluently at a speed of 140-160 words per minute            To read age-appropriate fiction texts fluently at a speed of 140-160 words per minute            Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 to read age-appropriate texts aloud</p>					
		<p>Make sense of words in context.            In non-fiction texts, justify inferences with evidence.            Make inferences about a character or relationship between characters.            Predict what might happen.            Purpose and effect of different structures in a text.            Make comparisons and identify themes.            Retrieve information from non-fiction texts and distinguish between true and false statements.</p>	<p>Make sense of words in context drawing on existing morphological and etymological knowledge.            In fiction texts, justify inferences with evidence            Explain how language is used to impact on a reader.            Retrieve key details from a fiction text.            Retrieve information to distinguish between true and false statements in fiction texts.            Summarise the main ideas from a section of text.</p>	<p>Distinguish between statements of fact and opinion            Make sense of words in context by finding appropriate synonyms.            In fiction texts, justify inferences with evidence            Infer characters' feelings and thoughts.            Predict what might happen in a fiction text from details stated</p>	<p>Make sense of words in context vocabulary by finding appropriate synonyms.            Infer details about a setting            Infer characters' feelings and thoughts from their actions.            Infer characters' feelings and thoughts from what they say.            Predict from details implied.            Make comparisons and</p>	<p>Make sense of words in context by reading around unknown words.            Make inferences about a setting.            Make inferences about a character or relationship between characters.            Infer characters' feelings and thoughts from interaction between characters, including dialogue.            Predict what might happen in a fiction text from details stated and implied.            Explain how language, including</p>	<p>Prepare poems and plays to read aloud and to perform showing understanding through action, intonation, tone, expression and volume so that the meaning is clear to the audience.            Learn a wider range of poetry by heart:                free verse /narrative.            Explain how language, including figurative language, is used to impact on a reader.            Make inferences about a character or relationship between characters            Infer characters' feelings and thoughts from interaction</p>

					identify themes across a range of texts. Retrieve information from non-fiction texts.	figurative language, is used to impact on a reader. Summarise the main ideas from a section of a text.	between characters, including dialogue Retrieve key details from a fiction text Summarise the main ideas from a section of a text
<b>Writing</b>	<p><b>Genre:</b> Short description <b>Audience:</b> peers <b>Purpose:</b> to entertain</p> <p><b>Genre:</b> Scientific write up <b>Audience:</b> scientists <b>Purpose:</b> to explain</p> <p><b>Genre:</b> Superhero narrative <b>Audience:</b> peers <b>Purpose:</b> to entertain</p>	<p><b>Genre:</b> Review of film <b>Audience:</b> Y6 <b>Purpose:</b> to inform</p> <p><b>Genre:</b> Narrative (journey or alternative viewpoint – linked to cinema visit) <b>Audience:</b> peers <b>Purpose:</b> to entertain</p> <p><b>Genre:</b> Diary <b>Audience:</b> myself <b>Purpose:</b> to recount (inform)</p> <p><b>Genre:</b> Non-chronological text <b>Audience:</b> adults <b>Purpose:</b> to inform</p>	<p><b>Genre:</b> Blog - Healthy eating <b>Audience:</b> QPA pupils <b>Purpose:</b> to inform</p> <p><b>Genre:</b> Explanation <b>Audience:</b> adults <b>Purpose:</b> to explain</p> <p><b>Genre:</b> Informal letter <b>Audience:</b> peer <b>Purpose:</b> to inform</p>	<p><b>Genre:</b> Newspaper <b>Audience:</b> adults <b>Purpose:</b> to inform</p> <p><b>Genre:</b> Persuasion speech <b>Audience:</b> tourists/locals <b>Purpose:</b> to persuade</p> <p><b>Genre:</b> Balanced argument <b>Audience:</b> adult <b>Purpose:</b> to inform</p>	<p><b>Genre:</b> Flashback narrative (to the workhouse) <b>Audience:</b> adult <b>Purpose:</b> to entertain</p> <p><b>Genre:</b> Persuasive letter (to Queen Victoria) <b>Audience:</b> Queen Victoria <b>Purpose:</b> to persuade</p> <p><b>Genre:</b> Long narrative <b>Audience:</b> peers <b>Purpose:</b> to entertain</p>	<p><b>Genre:</b> Historical account <b>Audience:</b> historians <b>Purpose:</b> to recount (inform)</p> <p><b>Genre:</b> Figurative free verse (Poetry) <b>Audience:</b> adults <b>Purpose:</b> to entertain</p>	
	<b>Spelling</b>	Add suffixes ible, able, ibly and ably Commonly misspelt homophones.	Ough spelling pattern, ei/ie spelling rule add suffixes ant, ance, ancy, ent, ence, ency.	Add prefix dis, de, is, over, re, co and anti. Add suffix tial and cial. Add suffix tious and cious.	Use of hyphen. Adding suffix ate, ise and ify. Spell words with que or gue spelling pattern	Spell homophones and near homophones. Spell words with silent letter. (Y5 – b, t Y6 – k, g, l, n)	Recap of spelling rules form Y5/6

Mathematics	Number	Place Value Four operations	Fractions, decimals and percentages				Four operations Multi step problems Money
	Ratio and proportion		Scale factors Missing values			Ratio and proportion problems	
	Algebra			Linear number sequences Missing values			Linear number sequences Missing values
	Measurement			Converting/using measures Perimeter, area, volume			Converting/using measures Time Measure problems
	Geometry			2D and 3D shape properties Angles	Co-ordinates, Reflection, translation		
	Statistics				Pie charts Line graphs Averages		
Science		Electricity and Light		Animals, including humans- circulation, nutrition, diet and exercise			Evolution and inheritance Adaptation Living things and their habitats- Classification
Computing		Coding	Online Safety	Spreadsheets Touch Typing	Quizzing	Online Safety Networks	Text Adventures Blog
Geography		<b>Human and Physical Geography:</b> Global distribution of resources, trade	<b>Locational Knowledge:</b> Identify continents, countries of Central America		<b>Locational Knowledge:</b> Key coastal regions of the	<b>Locational Knowledge:</b> Historical British Empire	

	links and environmental damage	<b>Geographical skills and fieldwork:</b> Maps, atlases and globes.		UK, land use patterns <b>Place Knowledge:</b> Compare a region of the UK to South America <b>Human and Physical Geography:</b> Erosion, deposition and long shore drift. Deforestation <b>Geographical skills and fieldwork:</b> Hengistbury Head 6 figure grid referencing and 8 points of a compass		
<b>History</b>		A non-European society to compare with British history- The Ancient Maya			A study of an era beyond 1066- Victorians	
<b>Art and design</b>		Charcoal- Maya Glyphs		Watercolour Seascape- William Turner	Collagraph Printing- William Morris	Artists of the 19 <sup>th</sup> and 20 <sup>th</sup> centuries – Pencil and paint
<b>D.T.</b>	CAMs				Cookery/Textiles	

<b>R.E.</b>		Islam and Christianity					
		What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	What does celebrating Eid mean to Muslim children?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah help Muslims to lead good lives?	Is anything ever eternal?
<b>P.H.S.C.E.</b>		Families and people who care for me Caring friendships Respectful relationships Online relationships Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic 1 <sup>st</sup> aid Changing adolescent body Economic wellbeing Transition British values					
<b>P.E.</b>	<b>Indoor</b>	Gymnastics	Dance	Gymnastics		Dance	
	<b>Outdoor</b>	Tag Rugby	Netball	Hockey	Football OAA	Basketball	Athletics Tennis Sports Day
<b>Music</b>		Musical theatre Ukulele	Ukulele	Advanced rhythms	Dynamics, pitch and tempo	Film music	Musical themes and variations