

Year 6 Curriculum Map



Year 19/20	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (History/ Geography)	WWII	Fair Trade and Economy	North America (time zones)	Natural disasters	SATs	Victorians
Enquiry Question/ Hook into learning	What was life like for children during WW2?	How do we make trade Fairtrade?	How do people's lives differ in North America?		SATs	Was life the same for all Victorians?
English focus	<i>Kensuke's Kingdom</i> <i>Goodnight Mister Tom</i> <i>Rose Blanche</i>		<i>Holes - Louis Sachar</i>	<i>The Piano</i>	SATs	<i>Street Child - Berlie Doherty</i>
Specific genres	Fic: Fiction Genres Non-Fic: Explanations (linked to Science) / Recounts (writing in role, diaries) / Report (WW2 news report, letter writing) Poetry: Rhyming poems		Narrative workshop: review key narrative technique (setting, character, description) Non-fic: Persuasion and discussion Structure - monologues		Fic: Study skills - 'Take one Book.' Non-fic: Debating Poetry: Take one poet	
	W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] W2 How words are related by meaning as synonyms and antonyms [for example, big, large, little]. S1 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. T1 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], T2 and ellipsis T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] P2 Use of the colon to introduce a list and use of semi-colons within lists P3 Punctuation of bullet points to list information P4 How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]		W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] W2 How words are related by meaning as synonyms and antonyms [for example, big, large, little]. S1 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, S3 or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] T1 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], T2 and ellipsis T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]		W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] W2 How words are related by meaning as synonyms and antonyms [for example, big, large, little]. S1 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, S3 or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] T1 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], T2 and ellipsis T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] P1 Use of the semi-colon, colon and dash to mark the boundary	

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Grammar/			
Punctuation			
Spelling	Autumn 1: Ambitious Synonyms: Adjectives (aggressive, desperate, marvellous) Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy (advice, advise) Adjectives ending in -ant into nouns ending in -ance/-ancy (observant, hesitancy, relevant) Adjectives ending in -ent into nouns ending in -ence/-ency (excellent, existence, decent) Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel (co-operate, re-energise) Hyphens: To join compound adjectives to avoid ambiguity (little-used, green-eyed, stone-faced) Autumn 2: Words ending in -able (applicable, perishable, operable) Words ending in -ably (valuably, tolerably, changeably) Word families based on common words, showing how words are related in form and meaning (temperature, variety, lightning, suggest) Creating diminutives using prefixes micro- or mini- (minibus, microscope)	Spring 1 Adding suffixes beginning with vowel letters to words ending in -fer (referring, preferred, referral) Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) (achieve, convenience, mischievous, receipt, protein) Word families based on common words, showing how words are related in form and meaning (committee, transmit, submit, interrupt, interfere) Statutory Spelling Challenge Words (controversy, exaggerate, available) Spring 2: Words with endings which sound like /shuhl/ after a vowel letter (social, artificial, superficial) Words with endings which sound like /shuhl/ after a consonant letter (essential, torrential, spatial) Words with a 'soft c' spelt /ce/ (necessary, cemetery, nuisance) Word families based on common words, showing how words are related in form and meaning (accommodate, accompany, resign, resignation) Statutory Spelling Challenge Words (language, sufficient, persuade)	Summer 1: Word families based on common words, showing how words are related in form and meaning (telegram, diagram, hologram) Words that can be nouns and verbs (protest, charge, object, transport, reason, produce) Words with a long /o/ sound spelt 'ou' or 'ow' (shoulder, smoulder, window, blown) Words ending in -ible (possible, incredible, responsible) Words ending in -ibly (incredibly, legibly, sensibly) Summer 2: Synonyms & antonyms – voice (bellowed, shrieked, squealed, sighed, whispered) Synonyms & antonyms – size (immense, gigantic, mammoth, microscopic, miniature) Synonyms & antonyms – mood (ecstatic, jovial, delighted, despondent, woeful, forlorn) Synonyms & antonyms – sound (deafening, raucous, blaring, inaudible, unobtrusive) Synonyms & antonyms – temperature (scorching, searing, blistering, frozen, bitter, arctic) Synonyms & antonyms – movement (ambled, tottered, staggered, sprinted, raced, dashed)

Maths	Ordering numbers, place value, properties of numbers, mental methods, formulae, 3D shapes Probability, data handling, interpreting data, estimating, measuring, reading scales	Mental and written methods, 3digits by 2 digits. Multi step problems, angles, coordinates, reflection etc, area and perimeter. Decimals, reasoning, algebra, Fraction/ decimals/ percentages	Ordering numbers, place value, properties of numbers, mental methods, formulae, 3D shapes Probability, data handling, interpreting data, estimating, measuring, reading scales	Mental and written methods, 3digits by 2 digits. Multi step problems, angles, coordinates, reflection etc, area and perimeter. Decimals, reasoning, algebra, Fraction/ decimals/ percentages	End of KS2 Revision	Pythagoras Archimedes
Science	Light	Electricity	Evolution and Inheritance	Living things and habitats (inc. Animals)	KS2 SATs Science Capital and Working scientifically skills	Circulatory System
History/ Geography	WWII	Fair Trade and Economy	North America			Ancient Greeks

	People in Action	Sewing - Upcycle - create a	Roy Lichtenstein - Pop Art	Joan Miro - sketching, collage and sculpture	Cooking: a two- course meal	Construction. Victorian toys - pulleys and levers
Art/ D&T	Sketching, shading - human figure	product from old items				
Computing	Online safety - search engines	Scratch Coding	Scratch coding	Spreadsheet	SATS	Multimedia Presentation
Music	Recorder	Recorder	Cyclic Patterns	The Blues	Audacity	Year 6 Performance
PE	Dynamic dance	Bootcamp	Nimble nets	Cool core - Pilates	Invaders	Fitness Frenzy
RE	Why do people pray - Islam	How responsible are we for the environment? Christianity and Hinduism	What do Christians believe it the most important event that has ever happened? Christianity	What is the truth about the Baisakhi story - Sikhism	Who do we look to for inspirations and why? Buddhism and Humanism	Religious responsibility - what does it mean to grow up? Judaism / Zoroastrianism
PSHE	Theme: Rights and Responsibilities	Theme: Feelings and Friendship	Theme: Safety and Risk	Theme Health How can we stay healthy?	Theme: Money How can money affect us?	RHE Puberty /Reproduction What makes a happy and healthy relationship?
MFL	Greetings Alphabet Name "El Día de los Muertos" (Mexico)	Numbers (0-15) Age Days of the week Christmas in Spain	Numbers (15-31) Months Birthday	Pets Colours Other animals Easter in Spain	Family members Physical description Personality	My school bag My classroom Classroom commands
Curriculum events (including trips)	RAF Museum		Earthquakes, Science Museum		Residential trip	