

## Year 6 Curriculum Map – 2022 to 23



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number and Place value Four operations FDP Conversions and measurements Properties of Shape Area and perimeter Angles	Statistics Position and direction Four operations FDP Ratio and Proportion Algebra	Measurement Properties of shape Area and perimeter Angles Four operations	Mixed objectives	Mixed objectives	Algebra Area and perimeter Angles Time Statistics FDP Four operations
English – Writing to inform/instruct/ Explain/persuade  SPaG/	The Nowhere Emporium  Courage and heroism Good vs evil Moral dilemma Revenge Friendship Power and corruption	The Nowhere Emporium A Christmas Carol  Redemption Charity Relationships  Writing for a range of purposes Reflecting and self-editing work	Horowitz Horror  Courage Survival Heroism  Writing for a range of purposes Reflecting and self-editing work	Once  Survival Heroism Tackling prejudices Loyalty Relationships Risk-taking Resilience Religion Ethnicity	High Rise Mystery  Crime Corruption Courage Heroism Tackling prejudices Racism and stereotypes Loyalty 5Rs Love	Coretta Scott  Corruption Tackling prejudices Racism and stereotypes Resilience Love Empathy Race Politics

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	Writing for a range of purposes Reflecting and self-editing work			Writing for a range of purposes Reflecting and self-editing work	Hope Integrity  Writing for a range of purposes Reflecting and self-editing work	Class  Writing for a range of purposes Reflecting and self-editing work
English – Learning to Read/ Reading to learn  Speaking and Listening	<p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ <u>Explain the meaning of new vocabulary within the context of the text.</u></li> <li>▶ <u>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</u></li> </ul>	<p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>▶ Explore texts in groups and deepen comprehension through discussion.</li> </ul> <p><b>Evaluating the impact of the</b></p>	<p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Independently read longer texts with sustained stamina and interest.</li> <li>▶ Recommend books to their peers with detailed reasons for their opinions.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Explore texts in groups and deepen comprehension through discussion.</li> <li>▶ <u>Provide reasoned justifications for their views.</u></li> </ul> <p><b>Evaluating the impact of the</b></p>	<p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>Point+Evidence+Explanation.</b></li> <li>▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>Point+Evidence+Explanation.</b></li> <li>▶ Predict what might happen from information stated and implied.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>▶ <u>Explain the effect on the reader of the author's choice of language and reasons why the author may have</u></li> </ul>	<p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Learn a wider range of poems by heart.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ <u>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</u></li> <li>▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</li> </ul>	<p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ <u>Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</u></li> <li>▶ <u>Use a combination of skimming, scanning and close reading across a text to</u></li> </ul>

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	<p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> </ul>	<p><b>author's use of language</b></p> <ul style="list-style-type: none"> <li><u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u></li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<p><b>author's use of language</b></p> <ul style="list-style-type: none"> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>Prepare formal presentations individually or in groups.</li> </ul>	<p><u>selected these words, phrases and techniques.</u></p> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>Use notes to support presentation of information.</li> </ul>	<ul style="list-style-type: none"> <li>Compare characters within and across texts.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> <li><u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u></li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>Respond to questions generated by a presentation.</li> </ul>	<p><u>locate specific detail.</u></p> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> <li><u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u></li> </ul> <p><b>Participating in discussion and debate</b></p> <p>Participate in debates on issues related to reading (fiction/non-fiction)</p>
Science	<p><b>Physics</b></p> <p>What is electricity? How is electricity produced?</p>	<p><b>Physics</b></p> <p>Light and sound</p>	<p><b>Physics</b></p> <p>Light and sound</p>	<p><b>Biology</b></p> <p>Do all animals have the same circulatory system?</p>	<p><b>Biology</b></p> <p>How will humans and animals evolve and adapt to the future?</p>	<p><b>Biology</b></p> <p>True or false: Animals can only be classified in one way</p>

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	<p>How does electricity pass through a circuit? How can we draw a circuit? Can electricity pass through all circuits? Do all materials conduct electricity?</p>					
Art and Design	N/A	True or false? All Africa animals are drawn centre and are the main focal point of the artwork?	How does surrealistic art look realistic?	True or false? Andy Warhol is the most successful popart artist because of his love of colour.	Always, sometimes, never? Cultural traditional art reflects an individual's story from their lifetime.	N/A
Computing	<p>Choose the most appropriate app to present their work. Keynote presentations, posters on pages, KLIPs videos etc</p>	<p>Coding- swift playgrounds  Spheros</p>	<p>Choose the most appropriate app to present their work. Keynote presentations, posters on pages, KLIPs videos etc</p>	<p>Coding- swift playgrounds  Wedo2 Lego</p>	<p>Choose the most appropriate app to present their work. Keynote presentations, posters on pages, KLIPs videos etc</p>	<p>Coding- swift playgrounds  Algorithms</p>
Design Technology	What type of alarm is the best?	N/A	N/A	N/A	N/A	Is cooking outside dangerous compared to cooking inside?

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RE	What is the best way for a Muslim to show commitment?	Has Christmas lost its true meaning?	Is anything ever eternal?	Is Christianity a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah help Muslims lead a good life?	Does belief in Akhirah help Muslims lead a good life?
Geography	Only humans are to blame for the deterioration of the World's Oceans. To what extent do you agree?	True or false? The demand for fresh water is damaging our environment.	Tourism to the African Savannah should be ended. To what extent do you agree?	Always, sometimes, never? All biomes have megafauna apex predator.	North America is a continent of many contrasts. To what extent do you agree?	Fieldwork Plastic Pollution
History	Victorians often saw themselves as the saviours of the noble savages of the lands they colonised. Does evidence support or contradict this viewpoint?	If it wasn't for the Victorians' love of the seaside, and Blackpool in particular, how might our town look different today?	At the time, WWI was called 'the war to end all wars' but just 21 years later, WW2 began. How did WWI lay the foundations for this?	ABC- WW2 was undeniably terrible but it only really impacted military personnel.	Is America a more culturally tolerant society now than it was in 1960s?	JFK said America is a nation of immigrants. Do you agree? If this is true, why did Donald Trump want to build a wall?

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Languages	<ul style="list-style-type: none"> <li>-Greetings</li> <li>-Age /How old are you?</li> <li>-Numbers to 10</li> <li>-Family</li> <li>-French culture - where is France?</li> </ul>	<ul style="list-style-type: none"> <li>-Playground games</li> <li>-Hobbies</li> <li>-Classroom instructions</li> <li>-Christmas (inc French Christmas traditions/customs)</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers to 20</li> <li>-Days of the week (link with hobbies)</li> <li>- Months of the year (link with age/ birthdays)</li> <li>-French culture - famous building Eiffel Tower</li> </ul>	<ul style="list-style-type: none"> <li>-Party games</li> <li>-Party invitations</li> <li>-Classroom 2</li> <li>-French culture: food</li> </ul>	<ul style="list-style-type: none"> <li>-Body parts</li> <li>-Colours</li> <li>-French culture: significant/famous person.</li> </ul>	Describe a monster (culmination of previous learning) French culture - holidays.
Music	N/A	Music Genres and history	Guitar	WWI & II Music	Notation and composition	Leavers Performance
Physical Education	Fundamental skills, creative games, tag and target	Gymnastics and Dance Ballet	Invasion games, netball	Net and wall	Striking and fielding, cricket/rounders	Athletics
PSHE	Online Safety	Positive relationships	RSE	Mental Health	Valuing Differences	Rights and responsibilities