



# YEAR 6 CURRICULUM MAP

2024 2025

	Term 1 - WWII	Term 2 - WWII	Term 3 – Energy and Climate Change	Term 4 – The Mayans	Term 5 – Revision SATs	Term 6 – Theme parks
	Term 1 – Autumn 1 05/09/2024 – 25/10/2024	Term 2 – Autumn 2 04/11/2024 – 20/12/2024	Term 3 – Spring 1 08/01/2025 – 14/02/2025	Term 4 – Spring 2 25/02/2025 – 04/04/2025	Term 5 – Summer 1 22/04/2025 – 23/05/2025	Term 6 – Summer 2 03/06/2025 – 23/07/2025
Trip/Visit	Kingswood Residential					Trip to Theme Park
English	<p>Narrative – scene setting based on ‘The Lonely Robot’ from the Literacy shed using TFW techniques ‘in narratives, describe settings, characters and atmosphere.’ ‘selecting language that shows good awareness of the reader – expanded noun/verb/adverbial phrases.’</p> <p>Personification Poetry (blitz) ‘in narratives, describe settings, characters and atmosphere.’ ‘Use verb tenses consistently and correctly through the writing’</p>	<p>Narrative- The Glittering Collar (Links to Ancient Egypt) ‘Vary sentence openers, balance of short, compound, complex sentences and clauses.’ ‘integrate dialogue in narratives to convey character and advance the action’ ‘Use range of punctuation taught at KS2 – “”,(),—;!?’</p> <p>Chronological reports – Holocaust ‘Use a range of devices to build cohesion within and across a paragraph’ ‘select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately – modal verbs and active/passive voice’</p> <p>Diary Entry – Rose Blanche</p>	<p>Narrative – Story writing based on Titanium Literacy Shed ‘Use a range of devices to build cohesion within and across a paragraph – adverbials of time and place’ ‘Use range of punctuation taught at KS2 – “”,(),—;!?’</p> <p>Persuasion Is this the Perfect Trainer? ‘selecting language that shows good awareness of the reader’ ‘Use a range of devices to build cohesion within and across a paragraph’</p>	<p>Play script - (Replay – Literacy Shed) ‘write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader – features of play script and formality changes between scene setting, narrative and character voice.’</p> <p>Non-Chron Reports – Earthquakes ‘write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader – formal language, heading, subheadings, bullet points etc’</p>	<p>Narrative - Story based on Tuesday by David Weisner. ‘in narratives, describe settings, characters and atmosphere.’ ‘selecting language that shows good awareness of the reader’ ‘integrate dialogue in narratives to convey character and advance the action’ ‘Use range of punctuation taught at KS2 – “”,(),—;!?’</p> <p>Journalistic writing (interview with Lighthouse Keeper) ‘select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately – modal verbs and active/passive voice and modal verbs’</p>	<p>Recounts – Theme Park ‘Use a range of devices to build cohesion within and across a paragraph’ ‘select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately – modal verbs and active/passive voice’ ‘Use range of punctuation taught at KS2 – “”,(),—;!?’</p> <p>Discussion Should Zoos be banned? ‘Use a range of devices to build cohesion within and across a paragraph’ Formal tone ‘Use range of punctuation taught at KS2 – “”,(),—;!?’</p>

<p>Maths</p>	<p>WRM Place Value, ordering and rounding. Formal and informal calculations in the four rules of number. – links to perimeter and area. Properties of numbers including square, cube, prime, factors and multiples. Negative numbers in context</p> <p>All of the above in a range of problem solving and representations.</p>	<p>WRM Fractions – equivalent and converting between mixed and whole recap Comparing and ordering. Adding, subtracting fractions and mixed. Multiplying fractions. Dividing fractions. Fractions of amounts Geometry – Position and Direction</p> <p>Finding, plotting and predicting coordinates based on given vertices. Translation and reflection of shapes.</p> <p>Parallel, perpendicular and intersecting lines.</p>	<p>WRM Ratio and proportion comparing quantities and calculating.</p> <p>Decimals – dividing and multiplying. Converting between fractions, decimals, and percentages. Recap on rounding to 12p, 2dp and 3dp. Percentages - Working out percentages, conversions and finding fractions of amounts.</p> <p>Working with decimals and fractions in real world contexts – linked to measure including money.</p>	<p>WRM Algebra- using and finding rules, using expressions and finding missing numbers/ values.</p> <p>Working with measurement- conversions- recap m/d by 10,100 and 1000</p> <p>Area/ perimeter of shapes recap- focus on triangles as new learning. Volume</p> <p>Ratio and proportion comparing quantities and calculating.</p>	<p>WRM Properties of 2D and 3d shapes</p> <p>Statistics - Data handling including calculating averages – mean, median, mode and range. Collecting, presenting and interpreting data through line graphs, bar charts, pie charts etc.</p> <p>Sats Revision and revisiting problem solving techniques and developing chains of reasoning.</p>	<p>Project based maths linked to theme parks. Wide range of investigational work linked to real world contexts and algebra. How can algebra be used to explain patterns including writing and using formula.</p>
--------------	--	---	---	---	---	--

Quality Texts	<p>Good Night Mr Tom by Michelle Magorian (Fiction –WW2)</p> <p>When Hitler Stole Pink Rabbit by Judith Kerr (Fiction – WW2)</p> <p>My Secret War Diary – Flossie Albright</p>	<p>Anne Frank’s Diary by Anne Frank (Diary entry – War and Conflict).</p> <p>Rose Blanche - Book by Christophe Gallaz and Roberto Innocenti</p>			<p>Survivors- David Long- (Real Life anthology – survival, overcoming the odds, self-belief.)</p> <p>You are Amazing</p>	<p>Life is a Rollercoaster by Ann M Johnson – poem</p> <p>Wonder by Palacio (fiction, kindness, acceptance and adversity)</p>
Books for pleasure	<p>The Arrival by Shaun Tan (Picture book- refugees, hope, loss, loneliness).</p>	<p>The Christmasaurus – Tom Fletcher (Fiction – celebrating differences, friendship, family and self-belief).</p>		<p>Check Mate- (fiction , ADHD, differences, loss and being true to yourself).</p>		<p>Nowhere Emporium - (Fiction)</p> <p>Splash by Charli Howard (Fiction)</p>
Science	<p>Living things and their habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animal</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the</li> </ul>	<p>Variation and Adaptations including Fossils</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and</p>	<p>Circulatory System, Diet, Drugs and Exercise</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	N/A	<p>Electricity</p> <p>Pupils should be taught to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>

		objects that cast them.	that adaptation may lead to evolution.			
Computing (Kapow full curriculum)	Computing systems and networks: Bletchley Park Discovering the history of Bletchley Park, historical figures, and computer science. Children learn about code-breaking and password hacking as well as decoding messages. Children present information about historical figures.	Online Safety Learning how to navigate the internet in an informed, safe and respectful way.	Programming: Intro to python Learning the fundamentals of the programming language of Python, they will test, change and explain what their program does. Children use loops and explain what repeats do and what the parts of the loop do while recognising that computers choose random numbers and decompose the program into an algorithm	Data Handling: Big Data 1 Understanding about the use of big data including barcodes, QR codes, infrared, and RFID technologies. Children will create and scan their own QR codes, manipulate real-time data in spreadsheets, and present their findings. They also analyse transport data to understand its usefulness to commuters.		Creating Media: History of Computers. Looking back in time at how computers have evolved and designing a computer of the future.
Religion and World Views (Kapow condensed)	Kapow Religion and Worldviews Y6:  Religion and Worldviews Y6: Why does religion look different around the world? Part 1 Lessons 2, 4 and 5	Kapow Religion and Worldviews Y6:  Religion and Worldviews Y6: Why does religion look different around the world? Part 2 Lessons 1, 2 and 4	Kapow Religion and Worldviews Y6:  Religion and Worldviews Y6: Why is it better to be there in person? All lessons	Kapow Religion and Worldviews Y6:  Religion and Worldviews Y6: Why is there suffering? Part 1  Lessons 2, 3 and 6		Kapow Religion and Worldviews Y6:  Religion and Worldviews Y6: Why is there suffering? Part 2 Lessons 1, 4 and 6
MFL (KS2 only) (Kapow condensed)	Y5 Kapow  French Monster Pets	Y5 Kapow:  Shopping in France	Y5 Kapow:  Verbs in a French Week	Y5 Kapow:  Meet My French Family		

<p>Art and Design and D &amp; T combined curriculum</p>	<p>Art and Design: Pencil Drawing – Making my Voice Heard From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard. (5 Lessons)</p> <p>D and T: N/A</p>	<p>D and T: Come dine with me Cooking and nutrition</p> <p>Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.</p>	<p>Art and Design: Artist Study - Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of Gakonga</p> <p>D and T: N/A</p>	<p>Art and Design: N/A</p> <p>D and T: Designing a Waistcoat (4 Lessons)</p>		<p>Art and Design: Summer Fair Posters</p> <p>D and T Structures: Playgrounds Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria. (5 Lessons)</p>
<p>Music (Kapow condensed)</p>	<p>Dynamics pitch and tempo</p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>	<p>Songs of WW2</p> <p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>			<p>Baroque</p> <p>This is a unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>	<p>Theme and variations (pop art)</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>
<p>Humanities</p>	<p>History – WW2 Britain and Local Study</p> <p>Geography – NA</p>	<p>History – WW2 Holocaust</p> <p>Geography – NA</p>	<p>History – NA</p> <p>Geography – Energy and Climate Change</p>	<p>History – NA</p> <p>Geography – North and South America</p>	<p>History – NA</p> <p>Geography – NA</p>	<p>History – Mayans</p> <p>Geography – Interconnected Amazon</p>

<p>P.E.</p>	<p>Hockey (out) (wooden sticks) In hockey we will develop skills in striking, dribbling, passing and receiving. We will learn about marking, invading, finding and using space and apply this knowledge to competitive games. We will also evaluate performance and suggest ways to improve.</p> <p>Health and Fitness (in) In this unit the children will learn about core muscle groups and different types of exercise such as cardiovascular. They will record performance and suggest ways to improve performance. This will then be combined with agility tasks to perform within a team and higher pressure situation.</p>	<p>Basketball (out) In basketball we will develop skills in ball handling, dribbling, passing and receiving. We will learn about marking, invading, finding and using space and apply this knowledge to competitive games. We will also evaluate performance and suggest ways to improve.</p> <p>Street Dance (in) In dance we will develop skills in a variety of different sequenced movements using our whole bodies. composition. We will build upon prior learning and apply this knowledge to compose and perform individual and group sequences. We will also evaluate performance and suggest ways to improve.</p>	<p>OAA (out) To start orientating themselves around an orienteering course and design their own course for others to complete which creates an element of challenge. To successfully navigate a course both as a team and independently. Create a detailed plan of their course and identify the quickest route for the course to be completed. We will also evaluate performance and suggest ways to improve.</p> <p>Gymnastics (in) In gymnastics we will develop skills in balancing, rolling, flight, travel and composition. We will build upon prior learning and apply this knowledge to compose and perform sequences. We will also evaluate performance and suggest ways to improve.</p>	<p>Tennis (out) In tennis we will develop skills in striking, throwing, balance, footwork and movement. We will learn about the different shots and techniques apply this knowledge to competitive games. We will also evaluate performance and suggest ways to improve.</p> <p>Dance (in) In dance we will develop skills in a variety of different sequenced movements using our whole bodies. composition. We will build upon prior learning and apply this knowledge to compose and perform individual and group sequences. We will also evaluate performance and suggest ways to improve.</p>	<p>Athletics (out) In athletics we will develop skills in, throwing, jumping and running in a variety of track and field events. We will record our performance and measure improvement. We will also evaluate performance and suggest ways to improve further.</p> <p>Rounders (out) In rounders we will develop skills in striking, throwing, fielding and receiving. We will learn about bowling finding and using space and apply this knowledge to competitive games. We will also evaluate performance and suggest ways to improve.</p>	<p>Cricket (out) In cricket we will develop skills in striking, throwing, fielding and receiving. We will learn about bowling finding and using space and apply this knowledge to competitive games. We will also evaluate performance and suggest ways to improve.</p> <p>Volleyball (out) In volleyball we will develop skills in ball handling, striking, hitting, and receiving. We will learn about different types of volleyball shot and apply this knowledge to competitive games. We will also evaluate performance and suggest ways to improve.</p>
-------------	---	--	---	--	---	---

P.S.H.E (Kapow condensed)	Introduction Lesson Setting rules and signposting Families and Relationships Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	Health and Wellbeing Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	Safety and the Changing Body - Excluding Conception, Pregnancy and Birth (see summer 2) and Identity Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Citizenship Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy	Economic Wellbeing Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers	Secondary Transition – PiXL Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have  Safety and the Changing Body (Conception, Pregnancy and Birth)
Parent Engagement Event	Kingswood Assembly	Maths Investigation - Pentominoes			Map Work	Leavers Assembly
Key Days	Harvest World Maths Day	Armistice Day Christmas	Easter Mother's Day		KS2 Sats Week Father's Day	Sports Day