

YEAR 6 CURRICULUM MAP

English Curriculum	Autumn	Spring	Summer
Reading	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Concise summaries and supported prediction work Understand the 4 types of reading and relate strategies appropriately depending on text-type	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Concise summaries and supported prediction work Understand the 4 types of reading and relate strategies appropriately depending on text-type	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Concise summaries and supported prediction work Understand the 4 types of reading and relate strategies appropriately depending on text-type
Writing	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry
Spelling, punctuation and Grammar	GP: All key skills noted in appendix 2 for years 5 and 6 Sp: All key rules noted in appendix 1 for year 5/6	GP: All key skills noted in appendix 2 for years 5 and 6 Sp: All key rules noted in appendix 1 for year 5/6	GP: All key skills noted in appendix 2 for years 5 and 6 Sp: All key rules noted in appendix 1 for year 5/6
Speaking and Listening	All 12 statements set out in NC for year 6	All 12 statements set out in NC for year 6	All 12 statements set out in NC for year 6
Maths	Autumn Place value within 10,000,000 Four operations Fractions Geometry – position and direction	Spring Decimals Percentages Algebra Measure – imperial and metric measures Measure – perimeter, area and volume Ratio and Proportion	Summer Geometry – properties of shapes Problem solving Statistics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name:	The Blitz	The UK	Fire – England’s chaotic century	Round the world	The Victorians	Ingenious North East
Visits/Visitors:	Eden Camp	Cities, towns, villages	The discovery museum	Theme day in school	Beamish museum	Cragside/use of electricity in a home
Class book:	Number the stars + The Harmonica (Picture book) and My Secret War Diary	The curious incident of the dog in the night time The boy at the back of the class	Raven Boy The Gunpowder Plot	Adventures of Huckleberry Finn + I am Rosa Parks (Picture book)	Polly’s March or The secret diary of Jane Pinney Fantastic women who changed the world (Picture book)	Dracula The Lambton Worm
Writing Opportunities:	Informal letter	Non chron report	Argument	Newspaper report	Poem	Description

		Diary Poem Description Newspaper report narrative	Formal Letter Persuasive Biography Poem	Explanation Playscript Narrative Description Diary	Non chron report Informal letter Persuasive Biography Balanced Argument	Narrative Diary Explanation Formal Letter Argument	Newspaper Report Playscript Balanced Argument Non chron report narrative
Math links:		Time – timeline Money - rationing	Measurement – m/km Geometry – co-ordinates	Measurement – temperature Proportion	Measurement – Distance km Place Value – population Flags – symmetry/rotation	Time – time Line Currency - comparison	Geometry – co-ordinates Position and Direction
Science:	Working Scientifically – on going across the year						
		Living things and their habitats: -Describe how living things are classified into broad groups according to common observable characteristics, similarities and differences -Give reasons for classifying plants and animals based on specific characteristics	Animals including humans: -Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Use the big picture model to explain body systems	Animals including humans: -Describe the way nutrients and water are transported within animals and humans -Use the big picture model to explain body systems	Evolution and inheritance: -Recognise that living things have changed over time and fossils provide information about living things from millions of years ago -Recognise that living things produce offspring of the same kind but that are not identical to their parents -Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution	Light: -Recognise that light appears to travel in straight lines -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 -Explain that we see things because light travels from light sources to our eyes or to objects then our eyes -Explain the shape of shadows using the idea that light travels in straight lines -Explain light using transfer model	Electricity: -Associate the brightness of a lamp/volume of a buzzer with the number and voltage of cells used in the circuit -Compare and give reasons for variations in how components function -Use recognized/correct symbols when representing a simple circuit in a diagram -Explain electricity using energy transfer model
Computing:	Digital Literacy	Can I protect my password and other personal information? Can I create a strong password? Can I change my password?	Can I explain the consequences of sharing too much about myself online? Can I support my friends to protect themselves and make good choices online, including reporting concerns to an adult?	Can I explain the consequences of spending too much time online or on a game? Can I protect my computer or device from harm on the Internet?	Can I explain the difference between social media and reality? Can I explain how filters change appearance?	Do I understand the term fake news? Can I explain how to spot fake news?	Can I talk about the way search results are selected and ranked? Can I check the reliability of a website? Can I tell you about copyright and acknowledge the

			Can explain the consequences to myself and others of not communicating kindly and respectfully?				sources of information that I find online?
	Computer Science		<p>Can I deconstruct a problem into smaller steps, recognising similarities to solutions used before?</p> <p>Can I explain and program each of the steps in my algorithm.</p> <p>Can I evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm?</p> <p>Can I recognise when I need to use a variable to achieve a required output?</p> <p>Can I use a variable and operators to stop a program?</p> <p>Can I use different inputs (including sensors) to control a device or onscreen action and predict what will happen?</p> <p>Can I use logical reasoning to detect and correct errors in a algorithms and programs?</p> <p>(Coding to create a game)</p>				
	ICT	<p>Can I tell you the Internet services I need to use for different purposes.</p> <p>Can I describe how information is transported on the Internet.</p> <p>Can I select an appropriate tool to communicate and collaborate online.</p> <p>(Sending an e-mail)</p>		<p>Can I plan the process needed to investigate the world around me?</p> <p>Can I select the most effective tool to collect data for my investigation?</p> <p>Can check the data I collect for accuracy and plausibility?</p> <p>Can I interpret the data I collect?</p> <p>Can I present the data I collect in an appropriate way?</p> <p>Can I use the skills I have developed to interrogate a database?</p> <p>(Database)</p>	<p>Can I talk about audience, atmosphere and structure when planning a particular outcome?</p> <p>Can I confidently identify the potential of unfamiliar technology to increase my creativity?</p> <p>Can I combine a range of media, recognising the contribution of each to achieve a particular outcome?</p> <p>Can I tell you why I select a particular online tool for a specific purpose?</p> <p>Can I be digitally discerning when evaluating the effectiveness of my own work and the work of others?</p> <p>Can I tell you the Internet services I need to use for different purposes?</p> <p>Can I describe how information is transported on the Internet?</p> <p>Can I select an appropriate tool to communicate and collaborate online?</p> <p>Can I talk about the way search results are selected and ranked?</p> <p>Can I check the reliability of a website?</p>		

					Can I tell you about copyright and acknowledge the sources of information that I find online? (Create a website)	
History:	<ul style="list-style-type: none"> -what caused the outbreak of WWII? -which countries were involved and why? -what measures were taken to keep people at home safe (evacuation, rationing, the blackout, bomb shelters, etc) -what was warfare like and how was this different to earlier time periods? -what ended the war? 		<ul style="list-style-type: none"> -What happened in the 1600s? -what caused the Plague? -What caused the great fire of London? -what is a civil war? What happened? -who was defeated? What happened to him? -Who was Guy Fawkes? -why did he plot to kill the king? 		<ul style="list-style-type: none"> -Who were the Victorians? -who was Queen Victoria? -what achievements were made during her reign? -how did people live in Victorian times? -how did the rich and poor differ? -what is the legacy of this period in time? 	<ul style="list-style-type: none"> -what is the north east famous for? -what did we contribute to the changing world? -
Geography: (Skills and fieldwork throughout year – maps, atlases and globes)		<ul style="list-style-type: none"> -Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. To understand how some of these aspects have changed over time - To understand geographical similarities and differences through the study of human and physical geography within a region of the United 		<ul style="list-style-type: none"> - To describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts -Human geography – types of settlement, land use and economic activity – how do these differ in different parts of the world? - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies -Use the eight points of a compass, six-figure grid references, symbols, 		

		Kingdom -Use the eight points of a compass, six-figure grid references, symbols, keys, contours and scale (using ordnance survey maps) to build their knowledge of the UK and wider world -Use fieldwork to observe, measure and record the human and physical features in the local area using sketch maps, plans and graphs independently. Use digital technologies		keys, contours and scale (using ordnance survey maps) to build their knowledge of the UK and wider world -learn names of countries and capital cities of the world to consolidate knowledge by end of year 6.	
DT:	“Make Do and Mend” Turning old clothes into suitable things i.e. bags Textiles	Inspired by the life and work of Isambard Kingdom Brunel- look at bridges, design and make.	Make a healthy meal using the campfire Food	Structures around the world-choose and make a structure Structure	Moving Toys – learn about Victorian moving toys and use a simple mechanism to design and build own toy. Mechanisms William Armstrong – discover his work, Cragside make diorama, light up Structure Electrical Systems
Art:	Create sketchbooks to record observations				
	Leonard Da Vinci sketches [access art] Still life drawing Drawing		Making a Manga [access art] Drawing	Ink and wax houses around the world. Drawing	Wave bowls Craft and Sculpture
Music:	Play musical instruments with increasing accuracy and fluency (use to depict a scene from the Blitz)	Appreciate and understand a wide range of high-quality live and recorded music drawn from different countries in the UK. Make links and connections to the areas and what they know about these areas through topic work.	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and identify musical instruments used throughout the world.	Develop an understanding of the history of music (link to Victorians) Perform in solo and groups (singing) with increasing control and expression (music from the North East)

P.E:	Football	Tag rugby	Gymnastics	Games	Cricket	Athletics
R.E:	Theme: beliefs and practices Key Question: What is the best way for a Muslim to show his commitment to God?	Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother?	Theme: beliefs and meanings Key Question: Is anything ever eternal?	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?	
MFL:	All About Me		Daily Routine and Jobs		My Town, Travel and Tourism	
Homework opportunities:	Write/record an interview from someone who survived the Blitz Working in pairs if possible – if not just write questions	Draw a map of the local area OR make a 3D model of the local area	Poster warning the dangers of Fire	Make a paper Mache of the world	Make a shoe box Victorian room (to build a class house)	Design an invention to solve a problem – then sell it to the class. Dragon's Den style!
Outdoor Learning:	Building houses with crates and using foam javelins to destroy	Local area walk	Campfire building Mini fires	Outdoor cookery from around the world	Victorian style games outdoors	