St. Anne (Stanley) C of E Primary School – Year Six Curriculum Map 2022-2023

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| TERM | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
| English  Class texts | Holes (Louis Sachar) | Who Let the Gods Out (Maz Evans) | Cosmic (Frank Cottrell Boyce) | Eye of the Wolf (Daniel Pennac) | On the Origin of the Species (Sabina Radeva) | Boy in the Tower (Polly Ho Yen) |
| Other Texts  **Non-Fiction**  **Poetry**  Play  **Film** | Collected Poems  (John Agard)  Poetry | Collected Poems  (Ted Hughes)  Poetry | Collected Poems  (Benjamin Zephaniah)  (Poetry)  Beyond the Sky: You and the Universe  (Dara O’Briain)  Non-Fiction | The Boy in the Stripped Pyjamas (John Boyne)  Fiction | Finding Out About Energy  (Terry Jennings)  Non-Fiction | Everything All at Once  (Steven Camden)  Poetry Collection  Varmints  (Helen Ward)  Fiction – Picture Book  Greenling  (Levi Pinfold)  Fiction – Picture Book |
| Text Level Study / Writing | * Narrative text features * Persuasive leaflet * Diary entry * Newspaper article * Discussion * Analyzing narrative compared to film | * Descriptive writing * Advice leaflet * Script writing * Biography and autobiography * Interview * Instructions * Podcast | * Setting the scene * Information leaflet * Features of a play script * Argument * Persuasive Speech within a TV script) * Grammatical and punctuation features of a narrative. | * Formal letter writing * Story setting * Editing a play script * Report writing * Explanation text * Recount | * First person narrative * Mini book about Galapagos Islands * Poetry * Non-chronological poster- adaption study | * Story writing opening * Narrative – creating tension * Biography * Book review |
| Grammar and Punctuation |  Subjunctive Form  Active and Passive Verbs  Formal speech   Perfect form of verbs   Expanded Noun phrases   Modal verbs and adverbs to indicate degrees of possibility   Relative Clauses |  Tenses   Ambiguity   Inverted Commas and Punctuation for Speech   Active and Passive Voice   Parenthesis   Commas foe Clarity   Subjunctive Form  Poetic Devices   Cohesive Devices   Pronouns |  Prepositional Phrases   Adverbials   Subordinate Clauses   Layout devices for non-fiction   Standard and Non-Standard   Formality   Parenthesis   Tenses   Personal Pronouns   Short and Long Sentences   Colons, semi-colons and commas for lists.   Imperative verbs.  Complex sentences and clauses. |  Commas for clarity   Hyphens to avoid ambiguity   Brackets, dashes or commas to indicate parenthesis   Semi-colons   Colons   Dashes   Colons for lists   Bullet points   Synonyms and antonyms   Cohesive Devices  Layout Devices   Ellipsis  Techniques for building tension. |  Formal Speech   Subjunctive Form  Active and Passive Verbs   Perfect form of verbs   Expanded Noun phrases   Modal verbs and adverbs to indicate degrees of possibility Relative Clause |  Commas for clarity   Hyphens to avoid ambiguity   Brackets, dashes or commas to indicate parenthesis   Semi-colons   Colons   Dashes   Colons for lists   Bullet points   Synonyms and antonyms   Cohesive Devices  Layout Devices   Ellipsis |
| Spellings |  -cial/-tial   -fer   hyphen   ie/ei |  Words ending in -ure   Common exception words from Year 5 sheets   Double consonants   Changing y to i   Prefixes |  Apostrophes for possession   Apostrophes for contraction   Common exception words   ce/se nouns/verbs |  Homophones   Silent letters   Homophones /other confused words |  Common exception words |  Common exception words |
| Mathematics | - Number: Place Value  - Number: Addition & Subtraction  - Number: Multiplication & Division | - Number: Multiplication & Division  - Number: Fractions A  - Number: Fractions B  - Measurement: Converting Units | - Number: Ratio  - Number: Algebra  - Number: Decimals | - Number: Fractions, Decimals & Percentages  - Measurement: Area, Perimeter & Volume  - Statistics  - SATs preparation & Consolidation | - Geometry: Shape  **-** Geometry: Position & Direction  - SATs preparation & Consolidation | - Consolidation/ Investigations/ KS3 preparation |
| Science | Animals Including Humans  (Our Bodies) | |  | | --- | | Light |   (How light travels, sight, shadows) | |  | | --- | | Electricity  (Effect of voltage of cells, varying function of components) | | |  | | --- | | Evolution & Inheritance |   (Fossils, variation, reproduction & adaptation, evolution) | |  | | --- | | Living Things and Their Habitats |   (Classifying microorganism, plants & animals) | Famous Scientists |
| Religious Education | 6:1 Life as a journey and pilgrimage  (6 + 4 hours) | 6:2 How do Christians prepare for Christmas?  (5 hours) | 6:3 Why do Christians celebrate the Eucharist?  (3 hours)  6:3A Why is the Exodus such a significant event in Jewish and Christian history?  (4+3 hours) | 6:4 Easter: Who was Jesus? Who is Jesus?  (4 hours) | 6:5 Ascension and  Pentecost: In what ways do these events and beliefs make Christianity distinctive?  (4 hours) | 6:6 Ideas about God (5+2 hours)  6:7 People of Faith  (5 hours) |
| P.S.H.E & Citizenship | Health  Team work Aspirations  Setting Goals  Emotions – Death and Grief | Managing Conflict Drugs – Preventing early use Volatile Substance Abuse Help, Advice and Support  Anti-bullying | Listening Community  Race and Ethnicity Gender Stereotypes Cultural Diversity  E safety | Culture  Puberty and Reproduction Understanding Relationships Conception and Pregnancy Communication in Relationships | Law and Order British Values Democracy Diversity Extremism and Radicalisation | Racism Discrimination Individual Liberties Economic Awareness |
| Geography | **Are we Damaging Our World?** Energy and Sustainability |  | **Economic Activity and Trade Links**  Globalisation |  | **Where in the World?**  Including fieldwork |  |
| History |  | **NC. Ancient Greece: A study of Greek life and achievements and influence on the western world.**  What did the Greeks do for us? |  | **NC. Local study – An aspect of history from beyond 1066 that is significant in the locality.**  How did World War 2 impact our local area? |  | **NC. Study an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066**  How has communication changed over time? |
| Art | **Make my Voice Heard**  (Drawing, Painting & Sculpture)  **Käthe Kollwitz** |  | **Still Life** (Drawing)  **Ben Nicholson** |  | **Photography**  **Edvard Munch** |  |
| Design & Technology |  | Textiles: Combining different fabric shapes:  Waistcoats |  | Food and nutrition: Celebrating culture and seasonality. Cooking on a budget (food from distant places) Jambalaya |  | Mechanical systems: gears and pulleys  Fairground Rides |
| Computing | Use of different software IT  **Creating Formula in Excel**  Pupils will learn how to organise data and make calculations using the application Microsoft Excel. | Programming skill Computer Science  **Using Variables**  Pupils will learn what variables are and how to use them when programming, using the application Scratch 3.0. | Programming skill Computer Science  **Program for an Audience**  In this unit pupils will create an animation using the application Scratch 3.0. | Media IT  **Plan and Compose Music**  Pupils will learn how to compose music and learn how to record and edit a simple podcast. Digital Literacy: Pupils learn about copywriting and using someone else’s work responsibly | How things work Computer Science  **How Data is Stored**  In this unit pupils will learn and explore how data is transferred and received | Design IT  **HTML**  Pupils will learn how to use HTML coding to program a webpage Digital Literacy: Pupils learn about fake news and how it can be used as click bait |
| Music | Cyclic Patterns 2  Exploring rhythm and pulse  Working and exploring  Ostinato | The Blues  Exploring rhythm and improvisation.  Chord sequences | Songwriter  Exploring rhythm, lyrics and melody  (Hip-Hop) [Songwriter year 6](file:///\\smithswood08\work\Curriculum\Smith's%20Wood%20Primary%20Academy%20Curriculum\Music\plans%20yr6-nsy\year%206\yr%206%20term%202%20(jan%20-%20feb).doc) | Movie themes and Impressionism  Exploring sound sources  Music for movies | Drumming  African / Samba | Performing together  Exploring Theatrical Performing and singing  (Production) |
| P.E. | **Outdoors: Sports Hall Athletics**  **Key Stage 2 National Curriculum Links (NCL)**  1) Use running, jumping, throwing and catching in isolation and in combination  3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  **Indoors:**  **Yoga**  **Key Stage 2 National Curriculum Links (NCL)**  3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | **Outdoors Basketball**  **Key Stage 2 National Curriculum Links (NCL)**  1) Use running, jumping, throwing and catching in isolation and in combination  2) Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending  **Indoors:**  **Dance**  **Sports Dance**  **Key Stage 2 National Curriculum Links (NCL)**  4) Perform dances using a range of movement patterns | **Indoors:**  **Swimming**  **Key Stage 2 National Curriculum Links (NCL)**  1) In particular, pupils should be taught to:  swim competently, confidently and proficiently over a distance of at least 25 metres  2) Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations  **Indoors:**  **Gymnastics**  **Flight 2**  **Key Stage 2 National Curriculum Links (NCL)**  3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | **Outdoors: Volleyball**  **Key Stage 2 National Curriculum Links (NCL)**  1) Use running, jumping, throwing and catching in isolation and in combination  2) Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending  I**ndoors:**  **Fitness**  **Key Stage 2 National Curriculum Links (NCL)**  1) Use running, jumping, throwing and catching in isolation and in combination  2) Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending | **Outdoors: Netball**  **Key Stage 2 National Curriculum Links (NCL)**  1) Use running, jumping, throwing and catching in isolation and in combination  2) Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending  **Indoors:**  **Orienteering and Problem solving**  **Key Stage 2 National Curriculum Links (NCL)**  **5**) Take part in outdoor and adventurous activity challenges both individually and within a team  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Outdoors: Cricket**  **Key Stage 2 National Curriculum Links (NCL)**  1) Use running, jumping, throwing and catching in isolation and in combination  2) Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending  **Indoors:**  **Yoga**  **Key Stage 2 National Curriculum Links (NCL)**  3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| M.F.L. - French | Family (with possessive adjective)  Jobs- (gender agreement) complex  Sentences in third person describing family  More feelings (hot, cold, thirsty etc) At the doctors (dialogue)  Recall 1-100 (x10 – 100 RRP) | Time (all) + school routine – complex sentences  Justifications for opinions on school subjects (because)  Recall 1-100 (R/W 1 – 20 + x10 – 100) Christmas N | Places in town and describing locality.  Directions –understanding and giving directions  Round numbers up to 1,000,000 1 – 1,000 (R/W | Haunted castle mystery  Character profiles and describing characters and events  Embed prepositions  Counting x2, x3, x5, x10, fractions and decimals | Food and cafe (transition project)  Dialogue in café/restaurant    Mealtime routines  Using euros/giving and understanding prices/calculating change | Food and café continued (transition project)    Completion of written transition booklet for transfer  Using euros/giving and understanding prices/calculating change |