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 |
| EnglishClass 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 CollectionVarmints(Helen Ward)Fiction – Picture BookGreenling(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
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| 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  EllipsisTechniques 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) |

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| Light |

(How light travels, sight, shadows) |

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| Electricity(Effect of voltage of cells, varying function of components) |

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| Evolution & Inheritance |

(Fossils, variation, reproduction & adaptation, evolution) |

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| 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 andPentecost: 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 pulleysFairground 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 2Exploring rhythm and pulseWorking and exploring Ostinato | The BluesExploring rhythm and improvisation.Chord sequences | SongwriterExploring rhythm, lyrics and melody(Hip-Hop) [Songwriter year 6](file:///%5C%5Csmithswood08%5Cwork%5CCurriculum%5CSmith%27s%20Wood%20Primary%20Academy%20Curriculum%5CMusic%5Cplans%20yr6-nsy%5Cyear%206%5Cyr%206%20term%202%20%28jan%20-%20feb%29.doc) | Movie themes and ImpressionismExploring sound sourcesMusic for movies | DrummingAfrican / Samba | Performing togetherExploring 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 combination3) 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 combination2) 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 metres2) 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 combination2) 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 defendingI**ndoors:****Fitness****Key Stage 2 National Curriculum Links (NCL)**1) Use running, jumping, throwing and catching in isolation and in combination2) 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 combination2) 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 teamcompare 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 combination2) 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 transferUsing euros/giving and understanding prices/calculating change |