St. Anne (Stanley) C of E Primary School – Year Six Curriculum Map 2024-2025

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| TERM | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
| English | Holes (Louis Sachar - fiction)  • Narrative text features  • Persuasive leaflet  • Diary entry  • Newspaer article • Discussion  • Analyzing narrative compared to film  • 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  Spellings:  • -cial/-tial  • -fer  • hyphen  • ie/ei | | On the Origin of the Species (Sabina Radeva – non fiction)  • First person narrative  • Mini book about Galapogos Islands • Poetry  • Non-chronological poster- adaption study  • 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  Spellings:  Common exception words | Boy in the Tower (Polly Ho Yen - fiction)  • Story writing opening  • Narrative – creating tension  • Biography  • Book review  • 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:  Common exception words | Cosmic (Frank Cottrell Boyce - fiction)  • Setting the scene • Information leaflet • Features of a play script • Argument • Persuasive Speech within a TV script) Grammatical and punctuation features of a narrative.  • Prepositional Phrases  • Adverbials  • Subordinate Clauses  • Layout devices for non-fiction  • Standard and NonStandard  • Formality  • Parenthesis  • Tenses  • Personal Pronouns  • Short and Long Sentences  • Colons, semi-colons and commas for lists.  • Imperative verbs. • Complex sentences and clauses.  Spellings:  • Apostrophes for possession  • Apostrophes for contraction  • Common exception words  • ce/se nouns/verbs | Eye of the Wolf (Daniel Pennac - fiction)  • Formal letter writing • Story setting • Editing a play script • Report writing • Explanation text • Recount  • 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.  Spellings:  • Homophones  • Silent letters  • Homophones /other confused words | Who Let the Gods Out (Maz Evans - fiction)  • Descriptive writing • Advice leaflet • Script writing • Biography and autobiography • Interview • Instructions • Podcast  • Tenses  • Ambiguity  • Inverted Commas and Punctuation for Speech  • Active and Passive Voice  • Parenthesis  • Commas for clarity  • Subjunctive Form • Poetic Devices  • Cohesive Devices  • Pronouns  Spellings:  • Words ending in -ure  • Common exception words from Year 5 sheets • Double consonants • Changing y to i • Prefixes |
| Mathematics | - Number: Place Value  - Number: Addition and Subtraction  - Number: Multiplication and Division | - Number: Multiplication & Division  - Number: Fractions  - Geometry: Position & Direction | | - Number: Decimals  Number: Percentages  - Number: Algebra | - Measurement: Converting Units  - Measurement: Perimeter, Area & Volume  - Number: Ratio  - Statistics | - Geometry: Properties of Shape  **- Consolidation**/SATs preparation | **- Consolidation**/SATs preparation  - Consolidation/ Investigations/ KS3 preparation |
| Science | **Animals Including Humans**  (Our Bodies) | **Light**  (Light & Sight) | | **Evolution**  (Offspring) | **Evolution**  (Adaptation) | **Electricity**  (Changing Circuits) | **Living Things and Their Habitats**  (Classifying Living Things) |
| 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 | Energy and Climate Change | Ethiopia | | Changing Birmingham |  |  |  |
| History | The Maya | Medieval African Kingdoms:  Ethiopia and Benin | | Cities in time 1-  This Manchester Man | Cities in time 2-  Greece:Pompei | World War Two:  Causes and effects of WW2 | World War Two:  Local study |
| 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: | |  | Food and nutrition: Celebrating culture and seasonality. Cooking on a budget (food from distant places) Jambalaya |  | Mechanical systems: gears and pulleys |
| 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. | **Outside: 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]  **Inside:**  **Yoga**  **Key Stage 2 National Curriculum Links (NCL)**  3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | **Outside: 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  **Inside:**  **Dance**  **Sports Dance**  **Key Stage 2 National Curriculum Links (NCL)**  4) Perform dances using a range of movement patterns | | **Inside:**  **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  **Inside:**  **Gymnastics**  **Flight 2**  **Key Stage 2 National Curriculum Links (NCL)**  3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | **Outside: 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**nside:**  **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 | **Outside: 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  **Inside:**  **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 | **Outside: 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  **Inside:**  **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 famil 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 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 |