

St. Anne (Stanley) C of E Primary School – Year Six Curriculum Map 2025-2026

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Holes (Louis Sachar - fiction)</p> <p>Various Poetry collections (variety of poets – National Poetry Day)</p> <ul style="list-style-type: none"> • Narrative text features • First person narrative • Persuasive leaflet • Diary entry • Newspaper article • Discussion • Analysing narrative compared to film • Analysing poetry / rhyme / imagery 	<p>On the Origin of the Species (Sabina Radeva – non fiction)</p> <p>Story of the Titanic (DK History / Steve Noon - non fiction)</p> <p>The Big Book of UK History (Williams / Seed - non fiction)</p> <p>Impossible Inventions That Shouldn't Work (Magorzata - non fiction)</p> <ul style="list-style-type: none"> • Mini non-chronological report • Non-chronological poster- adaption study 	<p>Cosmic (Frank Cottrell Boyce - fiction)</p> <ul style="list-style-type: none"> • 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 • Parenthesis • Tenses • Personal Pronouns 	<p>Who Let the Gods Out (Maz Evans - fiction)</p> <ul style="list-style-type: none"> • 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 	<p>Eye of the Wolf (Daniel Pennac - fiction)</p> <ul style="list-style-type: none"> • 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 	<p>Poetry (various selected poets) and Playscripts (Shakespeare)</p> <p>Independent writing focus and rehearsal of collective writing skills across a range of genres.</p> <ul style="list-style-type: none"> • Cohesive Devices • Layout Devices • Ellipsis <p>Techniques for building tension</p> <ul style="list-style-type: none"> • Reading / writing playscripts • reading / performing playscripts • Non-chronological report project

	<ul style="list-style-type: none"> • 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 <p>Spelling:</p> <ul style="list-style-type: none"> • synonyms • homophones • ant/ance/ancy • ent/ence/ency • Prefixes – hyphens • Compound adjectives 	<ul style="list-style-type: none"> • Layout devices for non-fiction • Standard and Non-standard • Formality • Subjunctive Form • Active and Passive Verbs • Perfect form of verbs • Expanded Noun phrases • Modal verbs and adverbs to indicate degrees of possibility Relative Clause <p>Spelling:</p> <ul style="list-style-type: none"> • able/ible/ably • temper/var • light/gest • Prefixes – mini/micro 	<ul style="list-style-type: none"> • Short / Long / complex sentences • Colons, semi-colons and commas for lists. • Imperative verbs. <p>Spellings:</p> <ul style="list-style-type: none"> • Vowel suffixes • Fer endings • ie / ei • long ‘e’ and exceptions • mit / inter • revision of statutory spelling words 	<ul style="list-style-type: none"> • Subjunctive Form • Poetic Devices • Cohesive Devices • Pronouns • SATs preparation / revision <p>Spellings:</p> <ul style="list-style-type: none"> • Words ending in -cial / tial • Soft c / ce / ac • Double consonants • ‘sign’ as a prefix and suffix • revision of statutory spelling words 	<ul style="list-style-type: none"> • Synonyms and antonyms • SATs preparation / revision <p>Spellings:</p> <ul style="list-style-type: none"> • ‘gram’ suffix • Words that can be a noun or a verb • Long o / ou / or / ow • ible / ibly suffixes 	<p>Spelling:</p> <p>Revision, consolidation and transition preparation.</p>
Mathematics	- Number: Place Value	- Number: Multiplication & Division	- Number: Ratio - Number: Algebra	-Number: Fractions, Decimals,	- Geometry: Properties of Shape - Geometry:	Consolidation/SATs preparation

	- Number: Addition and Subtraction - Number: Multiplication and Division	- Number: Fractions A - Number: Fractions B -Measurement Converting Units	-Number: Decimals	Percentages- Measurement: - Measurement: Perimeter, Area & Volume - Number: Statistics SATs preparation and consolidation	Position and directions -Consolidation / SATs preparation	- Consolidation/ Investigations/ KS3 preparation
Science	<u>Animals Including Humans</u> (Our Bodies)	<u>Light</u> (Light & Sight)	<u>Electricity</u> (Changing Circuits)	<u>Evolution and Inheritance</u> (I)	<u>Living Things and Their Habitats</u>	<u>Preparing for Secondary Science</u>
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

PSHE MyHappyMind	MyHappyMind: -Meet Your Brain -Places -Shared Responsibilities -Showing Respect and managing hurtful behaviour -Celebrate -Communities		MyHappyMind: -Appreciate -First Aid -Drugs, Alcohol and Tobacco -Media Literacy and Digital Resilience -Relate -Safe Relationships Christopher Winters Project		MyHappyMind: -Engage -Be Your Best -Transition Programme (2 sessions a week) Christopher Winters Project	
	Geography Energy and Climate Change In what ways can our actions locally benefit people globally?	Ethiopia To what extent is Ethiopia a diverse country?		Changing Birmingham What was the greatest change in Birmingham between 1750 and 2020?	Jamaica What is a preferable future for Jamaica's tourist industry?	
History	The Maya	Medieval African Kingdoms: Ethiopia and Benin	Cities in time 1- This Manchester Man		World War Two: The Era of The Second World War:	
Art	Drawing – Expressing Ideas		Still Life (Drawing) Ben Nicholson		Photo Opportunity (Photography)	
Design & Technology		Food and nutrition: Celebrating culture and seasonality. Cooking on a budget (food from		Textiles: Combining different fabric shapes: Wait		Mechanical systems: gears and pulleys

		distant places) Jambalaya				
Computing	<p>Use of different software IT</p> <p>Creating formula in Excel</p> <p>Pupils will learn how to organise data and make calculations using the application Microsoft Excel.</p>	<p>Programming skill Computer Science</p> <p>Using Variables</p> <p>Pupils will learn what variables are and how to use them when programming, using the application Scratch 3.0.</p>	<p>Programming skill Computer Science</p> <p>Program for An Audience</p> <p>In this unit pupils will create an animation using the application Scratch 3.0.</p>	<p>Media IT</p> <p>Plan and Compose Music</p> <p>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</p>	<p>How things work Computer Science</p> <p>How Data is Stored</p> <p>In this unit pupils will learn and explore how data is transferred and received</p>	<p>Design IT</p> <p>HTML</p> <p>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</p>
Music	<p>Cyclic Patterns 2 Exploring rhythm and pulse</p> <p>Working and exploring Ostinato</p>	<p>The Blues Exploring rhythm and improvisation.</p> <p>Chord sequences</p>	<p>Songwriter Exploring rhythm, lyrics and melody (Hip-Hop) Songwriter year 6</p>	<p>Movie themes and Impressionism Exploring sound sources Music for movies</p>	<p>Drumming African / Samba</p>	<p>Performing together Exploring Theatrical Performing and singing (Production)</p>
P.E.	<p>Outside: Sports Hall Athletics</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>1) Use running, jumping, throwing and catching in</p>	<p>Outside: Basketball</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>1) Use running, jumping, throwing and catching in</p>	<p>Inside: Swimming</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p>	<p>Outside: Volleyball</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>1) Use running, jumping, throwing and catching in</p>	<p>Outside: Netball</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>1) Use running, jumping, throwing and catching in</p>	<p>Outside: Cricket</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>1) Use running, jumping, throwing and catching in</p>

	<p>isolation and in combination</p> <p>3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Inside: Yoga</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>isolation and in combination</p> <p>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</p> <p>Inside: Dance Sports Dance</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>4) Perform dances using a range of movement patterns</p>	<p>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</p> <p>Inside: Gymnastics Flight 2</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>isolation and in combination</p> <p>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</p> <p>Inside: Fitness</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>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</p>	<p>isolation and in combination</p> <p>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</p> <p>Inside: Orienteering and Problem solving <u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>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</p>	<p>isolation and in combination</p> <p>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</p> <p>Inside: Yoga</p> <p><u>Key Stage 2 National Curriculum Links (NCL)</u></p> <p>3) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
M.F.L. - French	<p>Family (with possessive adjective) Jobs- (gender agreement) complex sentences in third person More feelings (hot, cold, thirsty</p>	<p>Time (all) + school routine – complex sentences Justifications for opinions on school subjects (because) Recall 1-100 (R/W 1 – 20 + x10 – 100) Christmas N</p>	<p>Places in town and describing locality. Directions – understanding and giving directions Round numbers up to 1,000,000 1 – 1,000 (R/W</p>	<p>Haunted castle mystery Character profiles and describing characters and events Embed prepositions Counting x2, x3, x5, x10, fractions and decimals</p>	<p>Food and cafe (transition project) Dialogue in café/restaurant Mealtime routines Using euros/giving and understanding prices/calculating change</p>	<p>Food and café continued (transition project) Completion of written transition booklet for transfer Using euros/giving and understanding prices/calculating change</p>

	etc) At the doctors (dialogue) Recall 1-100 (x10 – 100 RRP)					
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