




Year Curriculum Map – Year 6



		Autumn 1 The Ancient Greeks	Autumn 2 Shakleton's Journey	Spring 1 Mountains, Volcanoes and Earthquakes	Spring 2 Migration and Journeys	Summer 1 Evolution and Discovery	Summer 2 Fieldwork and Fossils
Literacy 8.5 hours a week	Core Texts (Reading Spine):	Odysseus 	Shakleton's Journey 	Shakespeare's Macbeth 	Clockwork 	Animation Unit: Alma 	The Arrival 
	Writing	Fiction: Narrative – Historical. Poetry. Non-Fiction: Non-Chronological Reports	Narrative – Historical logs. Non-Fiction: Newspaper Reports	Poetry & Monologue Non-Fiction: Explanation	Narrative – Fantasy Narrative. Non-Fiction: Instructional Writing	Fiction: Narrative – Suspense/Thriller. Non-Fiction: Biography (Evolution).	Fiction: Narrative
	Grammar	Informal and formal vocabulary. Information language through speech. Relationships between synonyms and antonyms.	Formal language; subjunctive form. Develop cohesion through repetition of word, phrase, adverbials and ellipsis. Use of hyphen to avoid ambiguity.	Using semi-colon, colon and dashes to mark boundary between clauses. Using colon to introduce a list and semi-colons within lists.	Impact of layout devices – headings, sub-headings, columns, tables, diagrams etc. Effect and impact of passive voice.	Review all taught grammar.	Review all taught grammar.
	Handwriting	Nelson	Nelson	Nelson	Nelson	Nelson	Nelson
	Spelling	Suffixes – review Words containing the letter string –ough.	Homophones. Suffixes – review	The sh sound spelt ti or ci and spelt si and ssi. Homophones.	Silent letters. The spellings ei and ie. Hyphens.	Words ending in –ible and –able. Common spelling mistakes/ misconceptions.	Plurals nouns. Homophones.
	Additional Reading Texts:	Who Let The Gods Out Simply The Quest Theseus and The Minotaur Perseus and the Gorgon Medusa Atticus and the Storytellers 100 Greek Myths	Why The Whales Came The Polar Bear Explorer's Club To The Edge of The World Great Adventurers The Last Bear Race to the Frozen North	Midsummer's Night Dream Julius Caesar The Tempest Much Ado About Nothing Romeo and Juliet	The Scarecrow and his Servant The Whispers I Was A Rat The Wild Robot		Skellig

		Tales of the Greek Heroes	The 1,000 Year Old Boy				
	Reading	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. maintain positive attitudes to reading by: continuing to read and discuss a wide range of texts, reading books structured in different ways and for different purposes, increasing familiarity with texts including from other cultures and traditions, recommending books to peers with reasons, identifying themes and conventions in and across writing, making comparisons, learning poetry by heart, preparing poems to read aloud and perform with intonation. understand what they read: checking the text makes sense, discussing understanding and meaning of words; asking questions; drawing inferences (characters' feelings, thoughts and motives from actions) and justifying with evidence; predicting from details stated and implied; summarise main ideas from more than one paragraph; identifying how language, structure, and presentation give meaning. Discuss and evaluate how authors use language, including figurative language, considering impact on reader. Distinguish between statements of fact and opinions. Retrieve, record and present information from non-fiction. Participate in discussion about both books that are read to them and they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views. 					
Mathematics	Maths Fluency Maths Objectives 	Number: Place Value Number: Addition and Subtraction, Multiplication and Division.	Number: Fractions Geometry: Position and Direction	Number: Decimals Number: Percentages Number: Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume. Number: Ratio	Statistics. Geometry: Properties of Shape. Consolidation	Addressing gaps and catch-up. Investigations, problem-solving and logic (KS3 Transition Unit).
Science	Classifying Critters <i>How many more species are there yet to be discovered?</i> - Describe how living things are classified into groups according to observable characteristics and based on similarities and difference including micro-organisms, plants and animals. - Give reasons for classifying plants and animals based on specific characteristics.	Let It Shine (Light) <i>What if there was no light in the world?</i> - Recognise that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light. - Explain that light travels from light sources to our eyes or from light sources to objects and then our eyes, - Explain why shadows have the same shape as the objects that cast them.	Staying Alive <i>What do scientists know about blood?</i> - Identify and name the main parts of the circulatory system, and describe functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise and lifestyle on bodies. - Describe ways nutrients and water are transported within animals including humans.	Electricity <i>How is electricity supplied and used in our homes?</i> - Associate brightness of a lamp or volume of buzzer with the number and voltage of cells in a circuit. - Compare and give reasons for variations in how components function (e.g. brightness, volume, and switches). - Use recognised symbols when representing a simple circuit diagram.	Evolution and Fossils <i>What evidence is there to support the theory of evolution?</i> - Recognise that living things changed over time and that fossils provide information about things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		

Humanities	History / Geography	Ancient Greece <i>How did the Ancient Greeks advance their society?</i> <ul style="list-style-type: none"> - Ancient Greece study – a study of Greek life and achievements and their influence on the world. 	Shakleton's Antarctica <i>How did Shakleton's Leadership change what we know about Antarctica?</i> <ul style="list-style-type: none"> - Identify (position and significance) of latitude, longitude, Equator, hemispheres, tropics, polar regions and time zones. - Use the 8 points of a compass and 4 and 6 figure grid references. Describe and understand key aspects of physical and human geography. Use maps, atlases, globes and digital mapping to locate countries and features.	Mountains, Volcanoes and Earthquakes <i>How can we protect people from natural disasters?</i> <ul style="list-style-type: none"> - Identify (position and significance) of latitude, longitude, Equator, hemispheres, tropics, polar regions and time zones. Describe and understand key aspects of physical geography: volcanoes, mountains and fault lines, and human geography: land use. Use maps, atlases, globes and digital mapping to locate countries and features.	Migration and Journeys <i>How has migration changed and shaped London?</i> Thematic study related to British History and our local area: London's East End.	Activists in Modern History <i>How do people stand up for their rights and the rights of others?</i> Thematic Study: <ul style="list-style-type: none"> - Emmeline Pankhurst - Malala - Harriet Tubman 	Geography: Local Field Study Local Area Field Study <i>How is land used in my local area and how does this shape people's lives?</i> Thematic study related to British History and our local area: London's East End.
	RE	Religious Beliefs <i>What would Jesus do? Can we live by the values of Jesus in the 21st century?</i>	Religious Beliefs: <i>What do religions say to us when life gets hard?</i>		Non-Religious Communities <i>What matters most to Christians and Humanists?</i>	Religious Communities <i>What can be done to reduce racism? What can we learn from religious and non-religious worldviews?</i>	
Philosophy for Children		Collaboration	Collaboration	Caring	Critical Thinking	Critical Thinking	Creative
PSHE 		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE		Outdoor Adventure and Activity (Including Residential)	Outdoor: Hockey	Indoor: Tag Rugby / Gymnastics		Outdoor: Football	
				Outdoor: Swimming		Outdoor: Cricket and Rounders	
Creative Arts	Art and Design, and Design and Technology	Pottery (Art): Greek Pottery Designs	Textiles: Shakleton's Gloves (Designing Clothing)		Artist Focus: Amedeo Modigliani Portraits		Digital Art : Modern Art including 3D Modelling (See Computing scheme of work from NCCE)
	Music	Trust School: Introduction to Ukulele		Trust School: Shakespeare (Performing Arts)	Trust School: Caribbean Music	Trust School: Musicals (Performing Arts)	Trust School: Protest Music

Computing	Computing Systems and Networks: Communication		Programming A: Variables in Games	Programming B: Sensing	Data and Information: Spreadsheets	Creating Media: Web Page Creation
Spanish 	Phonetics 1 At School (p) En el Colegio	Phonetics 2 Regular Verbs (p) Los Verbos Regulares	The Weekend(p) El Fin de Semana	The Planets (p) Los Planetas	Phonetics 4 Me in the World (p) Yo en el Mundo	Phonetics 4 World War II (p) La Segunda Guerra Mundial
Enrichment and Visits	British Museum: The Greeks Outdoor Residential		Natural History Museum		Field Studies Council Trip: Queen Elizabeth Park Transition Visits Tate Modern	