

YEAR 6 CURRICULUM MAP

YEAR 6	Term 1a- 7 weeks	Term 1b- 9 weeks	Term 2a- 4 weeks	Term 2b- 5 weeks	Term 3a- 6 weeks	Term 3b- 2 weeks
Topic name (& main subject/s)	What a Wonderful World Geography	Full Power: Science: Physics Fascinating Forces- Physics	Making New Materials Science: Chemistry	Being a Historian History	Growing Up Science: Biology	Equalise It
English (& core text)	Nonfiction: Persuasive Letters and Balanced Arguments Wonders of the world	Performance Poetry <i>The City of Silence- T4W unit</i> AND Fiction: Portal Stories with flashback/ Historical Fiction Text: Clock Close	Nonfiction: Biographical texts Model Text: Nelson Mandela	Classic Fiction: Core Text: <i>Oliver Twist</i> (Classic Starts version-abridged)	Revision of Text Types	Playscripts
Grammar	Semicolons, colons and dashes for pauses, Parenthesis using brackets and commas- Relative Clauses Hyphens, Modal Verbs, Pronouns, fronted adverbials, expanded noun phrases	Word Classes Cohesion/ ambiguity Compound and complex sentences- subordinate clauses, Speech Marks Apostrophes, Ellipsis Figurative Language- Alliteration, onomatopoeia, similes, metaphors	Semicolons and colons within lists, Parenthesis using brackets and commas Active and passive, Formal and informal, Bullet points The Subjunctive, Modal Verbs Subject and Object	Word Classes, Hyphens Cohesion/ ambiguity, Compound and complex sentences- subordinate clauses Synonyms and antonyms Commas, Noun phrases Determiners, Ellipsis, Prepositions Fronted Adverbials	Revision of key grammar and punctuation taught in KS2	
Maths	Place value; Addition Subtraction Multiplication & Division; Fractions; Measurement; Converting Units; Ratio		Algebra; decimals; fractions decimals & percentages Area, Perimeter & Volume; Statistics; Shape; Geometry (position & direction)		Revision followed by Themed projects, consolidation & problem solving	
IPC (science/hist/geog skills)	Map reading (longitude and latitude), Biomes, Physical geographical processes Research and note-taking skills	Fair testing & scientific enquiry Recording scientific findings by drawing tables	Modelling & scientific enquiry Recording scientific findings using diagrams Scientific conclusions	Chronological awareness Viewpoint and bias Evaluating Sources	Recording findings Scientific diagrams Scientific vocabulary	
PSHE	Being My Best Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Respect	Growing and Changing	
French	Places in a town Going shopping	Numbers 20 - 100 Telling time & the school day	Asking and answering personal questions	School subjects & jobs Chores and daily routine	Parts of the body - conversations at the doctor's Family & describing people	
Computing	Webpage creation	3D modelling	Sensing	Introduction to spreadsheets	Variables in games Communication & collaboration	
Music	Strand: Technical skills and Music literacy - Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. -Develop the skills to read and perform pitch notation within an octave (e.g C-C/do-do). -Know the names of different note values in standard notation -Be able to use principles of staff notation	IPC: African Rhythms- -Be able to sing songs with expression and audience awareness -Be able to fulfil their role when performing with others, following conductor cues -Be able to accurately perform/recreate musical phrases from staff notation and develop their own interpretation -Understand that there are features and conventions most associated with particular styles and genres -Understand that music can be linked to cultural identity	Strand: Performance and Notation - Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range. -Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. -Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.	Strand: Improvisation Extend improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape	Transition performance - End of term performance of own choice of work (own composition could be considered) on an instrument or voice demonstrating the ability to apply technical and practical skills learnt throughout the academic year	
PE/Swimming	International Dance IPC Free individual medley/water polo	Basketball & Volleyball Butterfly kick/water polo	Football Butterfly arms/water polo	Gymnastics & Tag rugby Butterfly coordination/ water polo	Athletics Individual medley/water polo	
Art/DT/Other	Art: Architecture	DT: Designing boats	DT: Recyclable Boats	Art: Create from Waste	Art: Artist Study	
Trips/visits	Virtual Trip around the world		Recycling Trip to Papercraft	Local Historical sites of interest	Residential trip (Transition)	