

Springhill Catholic Primary School -Year 6 Curriculum Map 2023-2024

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Creation</p> <p>Life and works of the Prophet Moses, God's Ten Commandments revealed, Cain and Abel: conflict resolution, The Rosary</p> <p>The Rosary</p>	<p>Prayers, Saints and Feasts</p> <p>Mother Mary, the life and work of the Saints, Scripture revealing Heaven</p> <p>Advent Preparing</p> <p>The parable of the Bridesmaids, Watching and waiting - hopeful anticipation of the birth of Christ the King</p>	<p>Christmas</p> <p>The evangelist's viewpoint of the birth of Christ (Luke and Matthew), St John's Prologue and the incarnation</p> <p>Revelation</p> <p>St Paul's relationship with God- the power of conversion, Matthew 28: The Great Commission & Pope Francis' call to discipleship</p>	<p>Lent</p> <p>A time to repent Luke: The Rich Man and Lazarus- conscience alley John: The Woman at the Well- a story of conversion</p> <p>Holy Week</p> <p>The Garden of Gethsemane and Peter's denial</p> <p>Easter</p> <p>Matthew, Mark, Luke and John's account of The Resurrection</p>	<p>Pentecost and Mission</p> <p>The gifts and fruits of the Holy Spirit at Pentecost, the Coming of the Holy Spirit and how we use these gifts</p>	<p>Sacraments</p> <p>Baptism and Confirmation- spiritual birth and spiritual growth</p>
Other faiths	<p>Judaism</p> <p>Interpret the Jewish understanding of the word 'Shalom'. Understand the Jewish meaning of the Sabbath.</p>	<p>Islam</p> <p>The role of prophets in Islam. What was the role of Mohammed?</p>	<p>Sikhism</p> <p>What are the three duties of a Sikh? Who are the ten Gurus? What do they teach? Which are the most important and why?</p>	<p>Judaism</p> <p>What is known about Moses and the Jewish faith?</p>	<p>Hinduism</p> <p>Exploring the Hindu belief of reincarnation. What are the roles of Brahma, Vishnu and Shiva?</p>	
Class Novel/Reading	<p><i>The class novels we read for pleasure are voted for by the class. Popular choices include The Nowhere Emporium, Street Child, The Girl of Ink and Stars, The Curse of the Maya, Holes, Can you See me? and Viking Boy.</i></p>					
Reading Skills	Fluency	How words work	Retrieval	How words work	Retrieval	Revision of all skills

<p>(May be taught in different order based on AfL)</p> <p>Explicit fluency teaching happens daily and performance poetry is taught weekly.</p>	<p>Retrieval – emphasis on reading past the first supposed answer</p> <p>How words work</p> <p>Inference</p> <p>Using root words to understand unknown vocabulary</p>	<p>Inference</p> <p>Evaluating word choices and their effect on the reader</p>	<p>How words work</p> <p>Inference</p> <p>Predicting</p>	<p>Inference</p> <p>Summarising</p>	<p>How words work</p> <p>Inference</p> <p>Evaluating</p> <p>Predicting</p> <p>Summarise</p>	<p>Choose focus based on AFL</p>
<p>Writing</p>	<p>Narrative</p> <p>Descriptive techniques/ setting description based the book 'The Viewer'</p> <p>Writing skills</p> <ul style="list-style-type: none"> - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action <p>Historical Fiction/ timeslip story:</p> <p>linked to the Victorians and based on the book 'Street Child'</p> <p>Writing skills</p> <p><u>Variety of sentence types for pace</u></p> <ul style="list-style-type: none"> - short sentence for effect 	<p>Recounts- diaries and informal letters</p> <p>Writing skills</p> <p><u>Cohesive devices to make links within and between paragraphs</u></p> <ul style="list-style-type: none"> -openers -adverbials (time/ place) -conjunctions (subordinating/ coordinating) - pronouns - synonyms <p>Reports in the style of Horrible Histories</p> <p>Writing skills</p> <p><u>Higher level punctuation</u></p> <ul style="list-style-type: none"> -brackets and dashes for parenthesis 	<p>Mayan myths/ quest stories</p> <p>Based on a selection of Mayan myths including 'The Hero Twins' and 'Rain Player'</p> <p>Writing skills</p> <p><u>Descriptive techniques- character description</u></p> <ul style="list-style-type: none"> - characterisation -emotion through action -dialogue for character -dialogue for action <p>Persuasive speeches with varying tones/ formality</p> <p>Based on climate change and the book 'No One is too Small to Make a Difference' by Greta Thunberg. Children will experiment with a range of formalities according to</p>	<p>Suspense stories</p> <p>Based on a selection of suspense texts used in guided reading (Feel the Thrill, The Hand and Mr Rellik)</p> <p>Writing skills</p> <p><u>Descriptive Techniques to create atmosphere</u></p> <ul style="list-style-type: none"> - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action <p>Discussion texts</p> <p>Writing skills</p> <ul style="list-style-type: none"> - subordinating conjunctions - coordinating conjunctions - ; clauses - ; list 	<p>Fiction-</p> <p>Based on the book 'Holes'</p> <p>Writing skills</p> <p><u>-Cohesive devices to make links within and between paragraphs</u></p> <ul style="list-style-type: none"> -openers - adverbials (time/ place) -conjunctions (subordinating/ coordinating) - pronouns - synonyms <p>Journalistic recounts</p> <p>Based on the Easter story</p> <p>Writing skills</p> <ul style="list-style-type: none"> - passive voice - direct and reported 	<p>Free choice fantasy fiction project</p> <p>Based on a selection of fantasy images, children will be able to create their own fantasy stories to send to their secondary school teachers</p> <p>Writing skills</p> <ul style="list-style-type: none"> -Personal targets according to gaps from the assessment grids <p>Explanation report</p> <p>Based on the components of the heart and how it works</p> <p>Writing skills</p>

	<ul style="list-style-type: none"> -drop in clauses - sentences of three - subordinate clauses - commas for clauses 	<ul style="list-style-type: none"> - dashes for an afterthought - ; clauses - ; list - : clauses - : to introduce a list 	<p>audience (informal speeches to young people and formal speeches to people in power)</p> <p>Writing skills</p> <ul style="list-style-type: none"> - <u>Variety of sentence types for pace</u> - short sentence for effect -drop in clauses - sentences of three - subordinate clauses - commas for clauses <p><u>-formal and informal tone according to the audience</u></p> <ul style="list-style-type: none"> - passive - subjunctive - modals - contractions - idioms - question tags 	<ul style="list-style-type: none"> - : clauses - : to introduce a list 	<ul style="list-style-type: none"> speech - brackets and dashes for parenthesis - viewpoint/ bias 	<ul style="list-style-type: none"> -Personal targets according to gaps from the assessment grids
Grammar skills	<p>Word class</p> <p>Basic punctuation</p> <p>Subordinating and coordinating conjunctions</p> <p>Apostrophes (possession)</p> <p>Modal verbs</p>	<p>All uses of commas</p> <p>Paragraphs</p> <p>Adverbial phrases</p> <p>Sentence types</p>	<p>Higher level punctuation (dashes, colons, semi-colons)</p> <p>Relative clauses</p> <p>Parenthesis</p> <p>Passive voice</p> <p>Non-fiction structural features</p>	<p>Tenses</p> <p>Subjunctive</p> <p>Prefixes / suffixes</p>	<p>Consolidation and application of skills</p>	
Mathematics	<p>Place Value</p> <p>Partitioning</p> <p>Position on a number line</p> <p>Decimal place value</p>	<p>Number</p> <p>Addition, Subtraction, Multiplication and Division</p>	<p>Ratio and Proportion</p> <p>Algebra</p> <p>Calculation of percentages</p>	<p>Properties of Shape</p> <p>Comparing and classifying geometric shapes</p>	<p>Position and Direction</p> <p>Statistics</p> <p>Draw and translate simple shapes on the co-</p>	<p>Problem Solving and Investigations</p> <p>Estimation</p> <p>Trial and Improvement</p> <p>Strategic approach</p>

	<p>Rounding numbers Negative numbers in context</p> <p>Fractions, Decimals and Percentages Division methods – answer up to two decimal places Rounding Equivalence between simple fractions, decimals and percentages</p>	<p>Formal written long multiplication And division Addition and subtraction multi-step problems Estimation and Checking accuracy</p>	<p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Uses simple formulae</p>	<p>Finding unknown angles in triangles, quadrilaterals and regular polygons Revision of properties and angle rules 3D shape and nets Measurement Use, read, write and convert between standard units: length, mass, volume and time – using decimal notation up to three decimal places</p>	<p>ordinate plane and reflects then in the axes Interpret and construct pie charts and line graphs to solve problems Calculate and interpret the mean as an average</p>	<p>Explaining Reasoning</p>
Science	<p>Light and shadows</p> <p>How does light travel? How are shadows altered? How can light be reflected using a periscope? How can we bend and split light? How are different colours of light created?</p>	<p>Electricity</p> <p>What are the symbols used to represent components in an electrical circuit? How will the number of cells affect the brightness of the bulb / volume of the buzzer? How do variations in circuits change how components function? How are circuits used to make electrical products work?</p>	<p>Animals including humans</p> <p>How are living things classified? How are plants classified? What are micro-organisms and how are they classified? How is classification used to sub-divide larger groups of living things? What separates one group of vertebrates from another?</p>	<p>Living things</p> <p>What are the major organs in the human body? What are the main parts of the human circulatory system? What are the functions of blood vessels and blood? What happens to our heart rate when we perform different exercises? How are nutrients and water transported around the body? How do drugs impact the way our bodies function?</p>	<p>Evolution</p> <p>How do we know that living things have changed over time? Are all offspring identical to their parents? Who is Charles Darwin? How have animals adapted to suit their environment? How have plants adapted to suit their environment?</p>	
Computing	<p>Computing systems and networks -</p>	<p>Creating media – Web page creation</p>	<p>Programming A – Variables in games</p>	<p>Data and information - Introduction to Spreadsheets</p>	<p>Creating media – 3D Modelling</p>	<p>Programming B - Sensing movement</p>

	<p>Communication and collaboration In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. Note: Some of the content in this unit was previously included in the Year 5 – ‘Computer systems and networks’ unit, so some learners may have already completed similar activities. Where this is the case, the</p>	<p>This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.</p>	<p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p>	<p>Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>	<p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device – the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p>
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	context for the activity has been changed.					
Geography	UK topography How has the UK topography changed over time? How has UK land-use changed over time? What is the European Union and what does Brexit mean?	Biomes and climate change What is a climate zone? What are vegetation belts and biomes? How does human activity affect biomes? What is climate change? How can we fight climate change? What is renewable and non-renewable energy?		Trade- fair trade Where do the products we buy come from? How do the products we buy arrive in our shops? What countries does the UK trade with? Is trade fair? PSHE Human rights linked to Fairtrade How does Fairtrade Premium support communities?		
History	Victorians Who were the Victorians and what impact did they have? What do we know about Queen Victoria and her visit to Southampton? What impact did industrial changes have on Southampton during Victorian times? What impact did industrial changes have on Southampton during Victorian times? What can we find out about wealth, poverty and housing in Southampton during Victorian times? How did the death of Ellen Wren impact on housing for poor people in Victorian Britain? What was life like in Southampton workhouses during Victorian times? How have trade and wealth / food and housing changed over time from the Stone Age, to the Victorian era to the modern day?	Mayans When was the Mayan civilisation? What made the Maya an advanced and sophisticated society? What can we learn from Maya sources of evidence? How significant were the achievements of the Ancient Maya? What system did the Maya use for numbers and writing? If the Maya were so civilized why then did they carry out human sacrifice? Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?				
DT		Bake bread	Make a bridge		Sew a cushion/ small bag	
PE	Football, hockey and dance	Football, hockey and dance	Tennis, basketball and gymnastics	Tennis, basketball and gymnastics	Athletics, gymnastics and cricket	Athletics, gymnastics and cricket
PHSE/SMSC/SRE	Healthy lifestyle	Keeping safe	Making a positive contribution	Medicines and drugs	Feelings and relationships	Growing and changing

French	Vive le sport! (Sports, food and drink, healthy eating, diary writing, asking and answering questions)		Le Carnaval des Animaux (Animals, adverbs, time, adjectives and agreement, habitats)	Quel temps fait-il? (Weather phrases, numbers to 40, temperature, clothes for different types of weather , weather reports)		
Music	<p>Singing Round singing 3 and 4 - part rounds,</p> <p>Listening Music Traditions- Gamalan</p> <p>Improvise Cyclic patterns-create music that includes repetition and contrast (Gamalan Music)</p> <p>Compose Enhance melodies with rhythmic contrasts.</p>	<p>Singing Perform a range of songs as a choir in school assemblies, school performances.</p> <p>Listening Traditional Christmas- variety of genres.</p>	<p>Singing Rhythm and phrasing</p> <p>Listening Rock and Pop</p> <p>Composition Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C, D, E, G, A) and incorporate rhythm variety. Play and notate this melody.</p>	<p>Singing Identify and use more complex structures in songs.</p> <p>Listening Varied</p> <p>Instrumental Performance Writing and performing own songs using a range of musical devices including; melodies, rhythms, chords, lyrics, tempo, pitch.</p>	<p>Singing Create appropriate style though singing- syncopated rhythms.</p> <p>Listening Jazz and Blues</p> <p>Improvise Create music with multiple sections that include repetition and contrast.</p> <p>Compose Melodies made from pairs of phrases which can be enhanced by rhythmic or chordal accompaniment. (Song writing)</p>	<p>Singing Year 6 performance Singing a broad range of songs, including those with syncopated rhythms...with a sense of ensemble and performance. Observe rhythm, phrasing, accurate pitch and appropriate style.</p> <p>Listening Musical/Opera/Film</p> <p>Instrumental Performance</p>
Enrichment	Horse riding	Carol concert at the church Victorian Day	Marwell Zoo		Retreat day at Southampton Common	Transition to secondary school Residential Trip to YMCA Fairthorne Manor Year 6 Production