Stanley Primary School Curriculum map: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	**National Curriculum - Vocabulary, Grammar and Punctuation** • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] • Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech] • Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and **ellipsis** • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • **Punctuation** of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]					
	Spelling					
	• Baseline assessments • Vowels and consonants • Compound words • Prefixes (com-/con-/co-/cor-/col-) • Suffixes (-ism/-ist/-ish/-esque)		• Suffixes (-age) • Base (post/fore/fract/frag/frage/fer/ceive/cept)		• Base (magn)	
	Composition - Focus Texts					
	Place, Value of Punctuation and grammar Wonder by R.J. Palacio Holes by Louis Sachar Christmas themed writing		Poetry – range of poets and styles. 13 Treasures by Michelle Harrison		Letters from the Lighthouse Sats Persuasion Letter Teacher Pleaser	
	• Write from different character's points of views. • Diary entry • Informal Letter • Recount key events • Persuasive writing • Using evidence from the text to support thinking • Biography • Character Description • Setting Description		• Narrative writing • Character Description • Non-chronological reports • Writing from a character's point of view • Use suspense and tense to enhance description • Concluding a story		• Informal letter • Formal letter • Setting description • Monologue	
Maths	**Fluency, problem solving & Reasoning**					
	• Place Value & Number (numbers to 10,000,000)	**Fractions** • Recall and use equivalence between	• Solve problems involving unequal sharing and grouping	• Use simple formulae • generate and describe linear number sequences	• Construct and interpret pie charts • Calculate and Interpret	•Algebra - transition unit •White Rose Futures

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	Addition, Subtraction, Multiplication & Division • Perform mental calculations, including mixed operations and large numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Multiply multi- digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Read, write and use numbers up to 10, 000, 000. • Multiply and divide in powers of 10. • Use decimals with up to 3 decimal places and recognise their value • Round numbers to a specific degree of accuracy • Solve problems involving negative numbers • Use estimation to check that answers are reasonable • Solve problems involving addition, subtraction and multiplication • Use knowledge of the order of operations to carry out calculations • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division • Use written division methods in cases where	simple fractions ,decimals and percentages • Associate a fraction with division • Calculate decimal fractions • Identify and use common factors to simplify fractions • Identify and use common multiples to express fractions In the same denomination • Compare and order fractions • Add and subtract fractions with different denominators • Add and subtract mixed numbers and improper fractions • Multiply proper fractions • Divide proper fractions • Solve problems Involving the calculation of percentages	• Convert between miles and kilometres • Calculate and compare area of compound and rectilinear shapes • Measure and compare perimeter of composite and rectilinear shapes • Calculate area of parallelogram and triangle • Calculate and compare volume of cubes and cuboids • Use formulae for area and volume where appropriate	• Express missing number problems algebraically • Recognise angles where the meet at a point, on a straight line or are vertically opposite • Measure and draw angles accurately • Calculate missing angles • Compare and classify 2d and 3d geometric shapes based on their properties and size • Draw 2d shapes accurately • Recognise, describe and build 3d shapes, including making nets • Find unknown angles in any triangle, quadrilateral or regular polygon • Identify parts of a circle • Recognise the relationship between the diameter and radius • Describe position on a full coordinate grid • Draw and translate shapes on the coordinate plane • Reflect shapes in the axis	the mean as an average • Solve problems involving graphs and charts • Revision and consolidation	• White Rose Tours The Bakery

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	the answer has up to two decimal places • Solve problems involving division					
Science	**Working Scientifically.** *Children will:* • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments.					
	Living Things: Classifying Big and Small • To know that 'organism' is a term used to refer to an individual living thing. • To know that micro-organisms are incredibly small and cannot usually be seen by the naked eye. • To know the characteristics of the different groups of vertebrates and commonly found invertebrates.	**Energy: Light and Reflection** To know: • Light travels in a straight line from a light source. • Luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye. Shiny surfaces reflect light uniformly. • When light is reflected off a surface, its direction changes. • Mirrors and periscopes work using reflection of light on smooth surfaces. • Shadows have the same shape as the objects that cast them as a result of light travelling in straight lines. • There are relationships between light sources, objects and shadows. • The distance between the object and the screen affects the size of the shadow. • The angle of a reflected ray is affected by the angle of the incoming ray on a smooth surface.	**Living Things: Evolution and Inheritance** To know: • Living things have changed over time. • Fossils provide information about living things that inhabited the Earth millions of years ago. • Characteristics are passed from parents to their offspring, but all offspring vary from their parents. • Over time, variation in offspring can affect animals' chances of survival in particular environments. • Animals and plants have adapted to suit their environment over many millions of years and this process can be called evolution.	**Energy: Circuits, Batteries and Switches** To know: • A variety of components in a series circuit (including buzzer and motor). • Conventions are used to draw circuit diagrams, including the recognised symbols for common components and using straight lines. • The voltage of a circuit can be changed and this affects bulb brightness (or buzzer volume).	**Animals: Circulation and Health** To know: • The main parts of the human circulatory system (heart, blood vessels and blood). • The heart pumps blood around the body. • Blood vessels transport blood around the body. • Blood transports vital substances around the body, including oxygen and nutrients. • The relationships between different organ systems. • The impact of diet, exercise, drugs and lifestyle on the way a body functions. • The heart rate is the number of beats per minute. • Exercise increases heart rate.	**Making Connections: Are some sunglasses safer than others?** • This unit revises key knowledge from the Year 6 units.

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History	**A non-European society that provides contrasts with British history – Mayan civilisation c. AD 900**			**Ancient Greece – a study of Greek life and achievements and their influence on the western world**		
Geography	**A journey through the Americas-investigating longitude and latitude** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Using maps to locate environmental regions, key physical and human characteristics and places in north and south america • Locating lines of latitude and longitude, the equator, the northern and southern hemispheres, the tropics of cancer and capricorn, the prime meridian and time zones. • Understanding the significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of cancer and capricorn, the prime meridian and time zones • Understanding key aspects of climate types.				**Economic Activity of the UK** • Understand the key geographical features of the UK • Understand the main sectors of the UK economy • Investigate how sustainable agriculture is in the UK • Investigate energy generation and water use (and how sustainability that is) • Look at waste management	
Computing	**Online Safety**					
	Finding my Media Balance	**Is it Cyberbullying?**	**Digital Friendships**	**Reading News Online**	**You Won't Believe This**	**Beyond Gender Stereotypes**
	Communication • To identify how to use a search engine • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important and to whom • To recognise how we communicate using technology To evaluate different methods of online communication	**Variables in games** • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example • To use my design to create a project • To evaluate my project	**Spreadsheets** • To identify questions which can be answered using data • To explain that objects can be described using data • To explain that formulas can be used to produce calculated data • To apply formulas to data, including duplicating • To create a spreadsheet to plan an event • To choose suitable ways to present data	**Web page creation** • To review an existing website and consider its structure • To plan the features of a web page • To consider the ownership and uses of images (copyright) • To recognise the need to preview pages • To outline the need for a navigation path • To recognise the implications of linking to content owned by other people	**3D modelling** • To use a computer to create and manipulate 3D digital objects • To compare working digitally with 2D and 3D graphics • To construct a digital 3D model of a physical object • To identify that physical objects can be broken down into a collection of 3D shapes • To design a digital model by combining 3D objects • To develop and improve a digital 3D model	**Sensing** • To create a program to run on a controllable device • To explain that a selection can control the flow of a program • To update a variable with a user input • To use a conditional statement to compare a variable to a value • To design a project that uses inputs and outputs on a controllable device • To develop a program to use inputs and outputs on a controllable device

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Art	**Drawing and sketchbook** **2D Drawing to 3D Making** Children will: •		**Surface and Colour** **Activism** Children will: •		**Working in Three Dimensions** **Sculpture** Children will: •	
DT		**Cooking & Nutrition** • Food to go • Making Pasties		**Controlling Devices** • To create a program to run on a controllable device	**3D Modelling** • TinkerCAD - link to ICT	**Complex Electrical System** • **Scanner** Bot (Crumble)
R.E	**Is life like a journey?**					
	Christianity – God *Children will investigate the question: How do Christians mark the 'turning points' on the journey of life?*	**Hindu dharma** *Children will investigate the question: Is there one journey or many?*	**Islam** *Children will investigate the question: What is Hajj and why is it important to Muslims?*	**Christianity - Jesus** *Children will investigate the question: Why do Christians believe Good Friday is 'good'?*	**Buddhism** *Children will investigate the question: What do we mean by a 'good life'?*	**Christianity - Church** *Children will investigate the question: If life is like a journey, what's the destination?*
P.E	**Creative Games** **Striking and Fielding Games - Cricket**	**Dance – seaside** **Outdoor and Adventurous (OAA) - Teamwork and problem-solving 2**	**Gymnastics - Activity 3** **Invasion games - Rugby 1**	**Net and wall tennis** **Gymnastics Activity 4**	**Football** **Invasion Games - Rugby 2**	**Athletics** **Striking and Fielding - Rounders**
PSHE & RSE	**Keeping / Staying Safe** Water Safety **Keeping / Staying Healthy - Alcohol**	**Unstoppable Unit** **Being Responsible - Stealing** **First Aid**	**Feelings and Emotions - Worry**	**Computer Safety - Making Friends On-Line** **The Working World - In-App Purchases**	**A World Without Judgement - British Values**	**Growing and Changing - Conception**
MFL - Spanish	**Do You Have A Pet?** Pupils will: • Have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. • They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**The Date** Pupils will: • Revise, learn and consolidate the Days of the week, months of the year and numbers 1-31 • Have the knowledge and skills to say the date and when their birthday is in Spanish.	**Clothes** Pupils will: • Have the knowledge and skills necessary to describe what they are wearing in Spanish by colour. • Brings together much of the grammar covered (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in Spanish.	**At School** Pupils will: • Learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. • Learn how to conjugate the verb "to study" • Be introduced to time and will expand their use of opinions. • Have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. • Have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish.	**At The Weekend** Pupils will: • learn 10 phrases for activities they may do at the weekend in the foreign language. • be presented with further extension on telling the time and opinions/justifications. • have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.	**Consolidation Unit**

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