



Year 6 Curriculum Map

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number and Place Value: Numbers to 10 million Calculations: Four Operations on Whole Numbers (See Maths - No Problem! scheme of work for more detail)	Fractions, Decimals and Percentages Measurement	Ratio and Proportion Algebra Measurement: Area and Perimeter	Geometry: Properties and Shapes, Position, Movement and Direction Statistics: Graphs and Averages Number and Place Value: Negative Numbers SATs Prep	SATs Prep	Project based maths
English	<p style="text-align: center;">Report The Place For Me: Stories About The Windrush Generation by Black Cultural Archives</p> <p>Spoken language:</p> <ul style="list-style-type: none"> Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role-play, improvisations and debates Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning between, word and present information from non-fiction Explain and discuss understanding of reading <p>Writing composition:</p> <ul style="list-style-type: none"> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Proofread for spelling and punctuation errors 	<p style="text-align: center;">Fiction Star of Fear, Star of Hope by Jo Hoestlandt</p> <p>Spoken language:</p> <ul style="list-style-type: none"> Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role-play, improvisations and debates Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Provide reasoned justifications for views <p>Writing Composition:</p> <ul style="list-style-type: none"> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Use consistent and correct tense Proof-read for spelling and punctuation errors 	<p style="text-align: center;">Recount Shackleton's Journey by William Grill</p> <p>Spoken language:</p> <ul style="list-style-type: none"> Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role-play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives) justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Evaluate authors' language choice Provide reasoned justifications for views <p>Writing composition:</p> <ul style="list-style-type: none"> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Choose the appropriate register Proofread for spelling and punctuation errors 	<p style="text-align: center;">Fiction – Adventure and Recount – Autobiography Sky Chasers by Emma Carroll</p> <p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Use Standard English Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> Recommend books to peers Learn poetry by heart Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Evaluate authors' language choice Participate in discussion about books <p>Writing Composition</p> <ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Rehearse longer passages Integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Distinguish between the language of speech and writing Proof-read for spelling and punctuation errors Perform own compositions using appropriate intonation, volume and movement 	SATs Prep	<p style="text-align: center;">Fiction – Adventure and Recount – Autobiography Sky Chasers by Emma Carroll</p> <p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Use Standard English Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> Recommend books to peers Learn poetry by heart Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Evaluate authors' language choice Participate in discussion about books <p>Writing Composition</p> <ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Rehearse longer passages Integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Distinguish between the language of speech and writing Proof-read for spelling and punctuation errors Perform own compositions using appropriate intonation, volume and movement

Science	Light Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Electricity Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	Living things and their habitats Give reasons for classifying plants and animals based on specific characteristics	SATS Prep	Evolution and inheritance Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
History	How has Britain changed since 1066? Pupils will study aspects of British history beyond 1066, they will focus on the rise and fall of the British Empire and study sources from a range of differing viewpoints with a particular focus on the transatlantic slave trade as well as studying the British Empire during WW1 and WW2. They will consider a range of varying interpretations and consider how its legacy impacts modern Britain today.				Early Islamic Civilisation Islamic Golden Age and Baghdad compared to Europe House of Wisdom	Early Islamic Civilisation Who was the Prophet Muhammad (pbuh)? Significant discoveries Islamic art
Geography			Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others.	Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has	Fieldwork Fieldwork around Rode Heath – land use survey, traffic/pedestrian count, primary and secondary data (research)	Fieldwork Fieldwork at Beaumaris (Anglesey), which is a honey pot location. How does it compare/contrast with Rode Heath? Presentation of results.

			They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.	changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.		
Computing	Programming Internet addresses How data is transferred Use HTML Create a Scratch game using various techniques.	Physical Computing Understanding what the I (Input) P (Process) O (Output) model is. Using a micro:bit to programme various components.	Physical Computing Using a micro:bit to programme various components.	SATS Prep		Programming and Physical Computing 3D printing as part of DT cam project. Databases – linked to geography fieldwork unit.
	Online safety throughout the year via Hearts and Minds.					
Religions and Worldviews	Why does religion look different around the world? (Part 1) Jewish, Muslim, Christian (plus option to include locally represented worldview)	Why does religion look different around the world? (Part 2) Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)	Why is it better to be there in person? Muslim, Hindu (plus option to include locally represented worldview)	Why is there suffering? (Part 1) Muslim, Christian, Zoroastrianist	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh, Humanist (plus option to include locally represented worldview)	What place does religion have in our world today? Interfaith Student Choice
Art & Design	Activism Understanding what activism is.	Activism What I care about as an individual	Sculptures Using local artist – Robin Wight as inspiration to make 3D sculptures.	Sculptures Using local artist – Robin Wight as inspiration to make 3D sculptures.	Portrait Exploring identity.	Portrait Exploring identity.
		Digital Technology Navigating the World - To develop a product idea	Electrical Systems Traffic Lights Links to science	Cooking and Nutrition		Mechanical Systems Automata Toys – To understand and draw cross-sectional

Design Technology		through annotated sketches. To combine more than one object to develop a finished 3D CAD model in Tinkercad.	Textiles Stuffed Reception Toys – To use a template when pinning panels onto fabric. To mark and cut fabric accurately, in accordance with a design.	Come Dine with Me - To write a recipe, explaining the key steps, method and ingredients.		diagrams to show the inner-workings of a design.
PE	Invasion Games Multi-skills	Invasion Games Multi-skills	Gymnastics Invasion Games	Gymnastics Invasion Games	Cricket Athletics	Cricket Athletics
Music	Dynamics, pitch and tempo (Theme: Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Theme and Variations (Theme: Pop art) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments.	Baroque Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.	SATs Prep Unit 5: India (Instrumental lessons) Learning and understanding the history and key features of Bollywood films, how ambient sounds can be used to enhance a film score, practicing staff notation and performing a film sequence using instruments and movement.	SATs Prep Unit 6: North America (Instrumental lessons) Exploring minimalism and the music of composers like Philip Glass and Steve Reich, children learn to identify music features such as interlocking patterns and layered textures. They learn to sing and play the piece 'Interlocking patterns' as they apply their skills reading staff notation and playing tuned percussion.	Summer play rehearsal Composing and performing a Leavers' Song Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well-known songs, writing the lyrics, exploring the concept of the four chord backing track and composing melodies.
Hearts and Minds	For a more detailed breakdown on lessons, please follow this hyperlink to the website: https://www.rodeheath.cheshire.sch.uk/page/hearts-and-minds/17651					

	Online Safety is covered as well.					
Spanish	Unit 9 Mi escuela (School)	Unit 10 Nuestro mundo (Our world)	Unit 11 Las cuatro estaciones (The four seasons)	Unit 12 En la cafetería (At the café)		