Our Lady of the Rosary
Year 6 Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Texts** The Arrival-Sean Tan Poetry- Dulce et Decorum Est-Wilfred Owen Beyond the Lines-animation-Literacy Shed Unspoken-Henry Cole Letters From The Lighthouse-Emma Carroll **Reading For Pleasure** Pig Heart Boy-Malorie Blackman	**English** **Texts** The Lighthouse Keeper-animation The Literacy Shed Letters From the Lighthouse-Emma Carroll The Harmonica-Tony Johnston The Wind on the Downs-Marianne Allen **Reading For Pleasure** Once-Morris Gleitzman	**English** **Texts** Poem- The Lion and Albert by Marriott Edgar Skellig-David Almond **Reading For Pleasure** The Executioner's Daughter-Jane hardstaff	**English** **Texts** Floodland-Marcus Sedgwick The Call-Charlotte Mew **Reading For Pleasure** Nevermoore: The Trials of Morrigan Crow-Jessica Townsend	**English** **Texts** The Invention of Hugo Cabret-Brian Selznick The Lady of Shalott-Alfred Tennyson **Reading For Pleasure** Wonder-R.J. Palacio	**English** **Texts** Year 6 script Little Freak-short film animation The Jabberwocky-Lewis Carroll **Reading For Pleasure** Auggie and Me-RJ Palacio
Writing Opportunities: character descriptions, diary extracts, narrative, journalistic writing, poetry using figurative language, non- chronological report on War, setting description, 3rd person narrative, biography.	**Writing opportunities**: Biographical writing; newspaper article; historical short story; short story sequel including dialogue, poetry, diary entry.	**Writing opportunities**: Discussion, Extended narrative writing, recount, journalistic writing, report, diary, writing from different viewpoints.	**Writing opportunities**: Formal letters; narrative accounts in past and present tense; journalistic accounts; character comparisons; writing accounts from different viewpoints; persuasive writing.	**Writing opportunities**: Discussion, Extended narrative writing, recount, journalistic writing, diary, writing from different viewpoints, explanations and instructions.	**Writing opportunities**: Script writing and editing Persuasive writing Character descriptions Diary entries Book review Text comparisons Nonsense Poetry
GPS: Revision of modal verbs; parenthesis; expanded noun phrases; commas; present tense; past tense; relative clauses; adverbials. Word classes; synonyms; antonyms. co-ordinating and subordinating conjunctions; subordinate clauses; standard English; linking paragraphs.	**GPS:** Subjunctive form; active and passive verbs; Commas, colons, semi colons, using bullet points, writing notes; homonyms; sentence variation; punctuation for effect; multi-clause sentences; punctuation to avoid ambiguity.	**GPS:** Formal and informal vocabulary; question tags; active and passive voice; identifying clauses; dashes; punctuation to mark boundaries; hyphens; varied verb forms; changing tense; layout devices; nouns with suffixes. How words are related by meaning.	**GPS:** Cohesion Revision of all areas SATs Revision	**GPS:** Recap on all key punctuation	**GPS:** Application of knowledge
Mathematics Number: Place Value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. Number- addition subtraction, multiplication + division Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number	**Mathematics** Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers	**Mathematics** Number: Decimals Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy Number: Percentages Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of	**Mathematics** Measurement Converting Units Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Measurement: Perimeter, Area and Volume Recognise that shapes with the same areas can have different	**Mathematics** Geometry: Properties of Shapes Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Statistics Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.	**Mathematics** Problem solving through investigational activities.

using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers.	Geometry- Position and Direction Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. Number: Algebra Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables	perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Number: Ratio Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found.		
Science Animals including humans; Identify main parts of the human circulatory system and describe the functions of the heart, blood vessel and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	**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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Science** Electricity-Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations of how components function including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	**Science** Evolution and Inheritance- Recognise that living things have changed over time; that fossils provide information about living 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.	**Science** Living things and their habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	**Science** Pollination Project

Religion Unconditional love and forgiveness	**Religion** Advent/Christmas/Remembrance-The Day of The Dead	**Religion** Local Church/Community	**Religion** Eucharist/Lent/Easter	**Religion** Pentecost-Serving as a witness	**Religion** Common Good
History Wars through time, brief introduction to what is the difference between battle and a war. Timeline-important wars, 100 Years War, War of the Roses, civil war. A study of an aspect or theme in British history that extends pupils 'chronological knowledge beyond 1066. History Week-A feature of WW11. An in depth study linked to one of the British areas listed above. Wars through time. Is there ever a place for war? An aspect or theme beyond 1066-. Wars through time, WW1 and WW2, War of the Roses, Civil War Books- Archie's War Scrapbook Memorial WW2 My Secret Diary by Flossie Albright	**History** Is there ever a place for war? Wars through time. WW1 and WW2; Remembrance; The Holocaust. History Week Fieldwork in the local area-use 8 points of a compass, 6-figure grid references, symbols, keys (including the use of O.S. maps). War Memorial Field Work-Cenotaph. Use fieldwork to a local war memorial to observe, measure, record and present human/physical features using a range of methods. E.g. maps, plans, graphs, digital technologies. Local Area-Look at different bomb sites in Stretford area, draw out observations and questions to investigate further. Use 8 points of a compass, 6 figure grid references , symbols, key (including the use of O.S. maps) to build knowledge of the UK and fieldwork.	**Geography** Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Physical geography: climate zones, biomes and vegetation belts. Identify the position and significance od latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic. Is South America one big rainforest? Physical and Human Geography. International Week country study-Ecuador. Darwins's Notebook	**Geography** South America continued. Field Work Trip to local supermarket- find imported products. Darwins's Notebook Describe features studied. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	**Geography** Work relating to the Year 6 Residential visit to Spain.	**Geography** Coasts and coastal l features. Fieldwork in the local area- use 8 points of a compass, 6 figure grid references, symbols, keys (including the use of O.S. maps) Key topographical features and understand how some of these aspects have changed over time. Observe, measure, record and present human/physical features at the coast using a range of methods. E.g. sketch maps, plans, graphs and digital technologies.
Music **Charanga- Happy** **Listen & Appraise** Happy (Pop/Neo Soul) **Musical Activities** Play and copy back using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. Which part did you play? Improvise using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B **Perform & Share**	**Music** **Charanga- Jazz 2** **Listen and Appraise** Bacharach Anorak and Meet The Blues **Musical Activities** Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). **Improvise** Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C. **Perform & Share** Improvisations Instrumental performances Compositions	**Music** **Charanga- A New Year Carol** **Listen and Appraise** **(The music of Benjamin Britten)** **Musical Activities** Warm-up games pulse, rhythm and pitch games: ● Learn to clap some of the rhythms used in the song ● Learn some musical phrases that pupils will sing in the song. Singing in unison. Sing the song in its original style, and the Urban Gospel version. **Perform & Share** Decide how the class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	**Music** **Charanga- You've Got A Friend** **Listen & Appraise** **You've Got A Friend (The music of Carole King)** **Musical Activities** Warm-up games play and copy back using up to 3 notes – A, G + E. Bronze: A | Silver: A + G | Gold: A, G + E challenge. Singing in unison. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. **Perform & Share** The performance will include one or more of the following: Improvisations Instrumental performances Compositions	**Music** **Charanga -Music and Me** **Listen & Appraise music from four different inspirational female artists** **Anna Meredith - Something Helpful** **Shiva Feshareki - O and V-A-C Moscow.** **Eska Mtungwazi - Heroes & Villains and Shades Of Blue** **Afrodeutsche - And! and The Middle Middle** **About the Artists** The videos will introduce each artist, who will talk about themselves and their work. **Create** Pupils will write their own music using 'Music and Me' ('Identity') as their theme. **Perform, Share and Present**	**Music** **Charanga- Reflect Rewind Replay** **Consolidate learning and perform.** Consolidate learning that has occurred during the year. Focus is on revisiting songs and musical activities. **Musical Learning Focus** Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Singing Play instruments within the song Improvisation using voices and instruments Composition **Perform, Share and Present**

Improvisations Instrumental performances Compositions					
PHSE **Health and Wellbeing** How can we keep healthy as we grow?	**PHSE** **Health and Wellbeing** How can we keep healthy as we grow?	**PHSE** **Living the wider world** How can the media influence people?	**PHSE** **Living the wider world** How can the media influence people?	**PHSE** **Relationships** What will change as we become more independent? How do friendships change as we grow?	**PHSE** **Relationships** What will change as we become more independent? How do friendships change as we grow?
Computing **Programming in Scratch** 1. Program inputs, conditions, random variables for unpredictability, game timer. 2. Program inputs selection (conditions), sensing, random variables, operations for direction and data and data variables for scoring. 3. Use inputs, selection (conditions), loops, sensing, costume changes and broadcasts. 4. Work with multiple sprites to send broadcast messages between them.	**Computing** **Graphic Design** Design and create digital content to accomplish goals. Use search technologies effectively and be discerning in evaluating digital content. **Computing Past, Present and Future** Understand how technology has changed over time and represent it as an interactive timeline. Understand the impact of (positive/negative) technological changes have on society. Predict how technology will change in the future.	**Computing** **Binary Code** Understand why computers/electronics use binary. Match a sequence of b inary code to create digital art. To convert binary code to denary numbers(decimal numbers) and visa versa. **Python Programming language** Use an online Python editor to program in Python, including: • Write basic python syntax • Print text • Use Python as a calculator • Program loops to repeat text • Program interactive inputs	**Computing** **Image editing** 1. Take and crop a screenshot an understand ratios. 2. Adjust the colours, brightness, contrast and filters. 3. Add drawing and text layers and resize/add effects. 4. Save finished image and use in other projects. **HTML** 1. Add and align text. 2. Programme background colour. 3. Add and align images. 4. Add hyperlinks to other websites. 5. Add an iframe and adjust the height and width.	**Computing** **Virtual Reality** Understand what virtual reality is and how it can be used to help people. 1. Add move and resize objects in a virtual reality environment. 2. Animate objects for realism. 3. Use code blocks to add movement (with grouping) and interactions (conditions) 4. Create multiple scenes of VR environments. **Machine Learning and AI** 1. Understand how computers use information to learn by solving new problems and following new instructions. 2. Understand and use examples of machine learning. 3. Understand how artificial intelligence is used to perform tasks often only performed by humans. 4. Discuss and show awareness of potential dangers of AI.	**Computing** **Web Design** 1. Add and format text within a website. 2. 2. Organise sections of web-pages and multiple page with relevant titles. 3. Add and edit images. 4. Include other features such as hyperlinks, buttons and files. 5. Evaluate other websites and provide constructive feedback. 6. Make necessary changes to the website based on feedback.
P.E. Gymnastics-Flight Daily Golden Mile	**P.E.** Dodgeball Daily Golden Mile	**P.E.** Dance WW2 Daily Golden Mile	**P.E.** Basketball Daily Golden Mile	**P.E.** Rounders Daily Golden Mile	**P.E.** OAA (Top up swimming sessions) Daily Golden Mile
Art **Make My Voice Heard** Exploring art with a message, pupils look at the famous 'Guernica' by Picasso and the works of Kathe Kollwitz. Through the mediums of graffiti, drawing, painting and sculpture, pupils	**Art** **Fantasy Landscapes**- Mrs Katsihtis Identify and understand the artwork by Crista Ryjneveld and Mexican pattern to make connections with their own. Explore the properties of pencils and pen. Develop their ability to	**Art**	**Art**	**Art** **Still Life** Pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. Use charcoal, erasers and paint to depict their chosen composition of	**Art**

create their own artworks that speak to the viewer.	control and experiment with formal elements e.g. colour, tone, pattern and shape. Review and evaluate work.			special objects. Use these to construct a memory box to showcase their work.	
Design Technology	**Design Technology** **Digital World** Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.	**Design Technology** **Structure-Playgrounds** Pupils will use skills and knowledge of structures in order to design and create a model of a new playground featuring five apparatus, made from three different structures.	**Design Technology** **Mechanical Systems-Automata Toys** Using woodworking materials and skills, pupils construct a window display using an automata mechanism.	**Design Technology** **Cooking and Nutrition** Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.	**Design Technology** **Textiles** Children select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing.
MFL Everyday life of Year 6 children here and in France. Practise simple o'clock times. Simple daily routine activities. **Grammar** Time phrases Extended sentences with conjunctions and opinions Verb to have Verb to be Adjectival agreement with nouns **Phonics** Key sounds in daily routine phrases Key sounds in nouns and adjectives linked to the house	**MFL** Where I live, where you live House and the home, Rooms, environment, Similiarities and differences, Haunted house story-games and performance, Outer space house/Design famous artist's house, Hopes and aspirations, Paddington's Xmas Sandwich Menus **Grammar** Time phrases Extended sentences with conjunctions and opinions Verb to have Verb to be Adjectival agreement with nouns **Phonics** Key sounds in daily routine phrases Key sounds in nouns and adjectives linked to the house	**MFL** Playing and enjoying sport Sports and getting fit, Sports/hobbies, preferences and opinions, Simple descriptions of how to play a game/sport, Research of traditional target language sport, Fact file on this sport or hobby, Aliens at the Olympics animated story. **Grammar** Verb to play in the present tense Expressing likes and dislikes with nouns and verbs Descriptive sentences using 1st, 2nd, 3rd person regular present tense **Phonics** Key sounds in sports/hobbies Key sounds in opinions	**MFL** This is me- All the fun of the fair What can I already tell you about myself in French? Talking about favourite things. Investigating a famous person from the target language. Going to the funfair! Tickets and rides. **Grammar** Verb to play in the present tense Expressing likes and dislikes with nouns and verbs Descriptive sentences using 1st, 2nd, 3rd person regular present tense **Phonics** Key sounds in sports/hobbies Key sounds in opinions	**MFL** Going to the restaurant and café culture Café culture in France, Simple café role plays, Ordering in French foods that a 10 or 11 year old might like/Opinions/The dopey waitress/ waiter sketch, Aliens at the restaurant. **Grammar and Phonics** Revision	**MFL** Performances Celebration of language learned, Language recall games and culture- Tour de France, Superstars/Magician sketches/Read, perform and create simple performances, Create class newspaper sheet with core language from KS2, Class celebration assembly 'Ready to move on!' **Grammar and Phonics** Revision