

Springhill Catholic Primary School - Year 6 Curriculum Map 2024-2025

As we use our formative assessment to inform our teaching, sometimes the order of our topics does change slightly throughout the academic year.

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p><u>Creation</u> Life and works of the Prophet Moses, God's Ten Commandments, Cain and Abel: conflict resolution</p> <p><u>The Rosary</u></p>	<p><u>Prayers, Saints and Feasts</u> Mother Mary, The life and work of the Saints, Scripture revealing Heaven</p> <p><u>Advent</u> The parable of the Bridesmaids, watching and waiting - hopeful anticipation of the birth of Christ the King</p>	<p><u>Christmas</u> The evangelist's viewpoint of the birth of Christ (Luke and Matthew), St John's prologue and the incarnation, understanding complex scripture</p> <p><u>Revelation</u> St Paul's relationship with God- the power of conversion, Matthew 28: The Great Commission, Pope Francis' call to discipleship</p>	<p><u>Lent</u> A time to repent Luke: The Rich Man and Lazarus- conscience alley, John: The Woman at the Well- a story of conversion</p> <p><u>Holy Week</u> The Garden of Gethsemane and Peter's denial</p> <p><u>Easter</u> Matthew, Mark, Luke and John's account of The Resurrection</p>	<p><u>Pentecost and Mission</u> The gifts and fruits of the Holy Spirit at Pentecost, the coming of the Holy Spirit and how we use these gifts</p>	<p><u>Sacraments</u> Baptism and Confirmation- spiritual birth and spiritual growth</p>
Other faiths focus	<p><u>Judaism</u> Interpret the Jewish understanding of the word 'Shalom', understand the Jewish meaning of the Sabbath</p>	<p><u>Islam</u> The role of prophets in Islam, what was the role of Mohammed?</p>	<p><u>Sikhism</u> 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><u>Judaism</u> What is known about Moses and the Jewish faith?</p>	<p><u>Hinduism</u> Exploring the Hindu belief of reincarnation, What are the roles of Brahma, Vishnu and Shiva?</p>	
Class Novels	<p>Our class novels are voted for by the children from a selection of rich and engaging texts. Popular choices include <i>The Nowhere Emporium, Cogheart, The Girl of Ink and Stars, The Curse of the Maya, Holes, The Final Year, Street Child, The Malamander, Viking Boy, Orphans of the Tide and Can You See Me?</i></p>					
Reading	<p><u>Fluency</u> Pace of reading, scooping phrases, correct pausing, pitch and tone, reading punctuation, recognising and correcting errors when re-reading, expression and awareness or audience.</p> <p><u>Retrieval</u> Retrieve information from different sources across one text and combine (revision), sort and select information based on relevance (revision), use direct references to explain, extend and prove answers</p>		<p><u>Fluency</u> Pace of reading, scooping phrases, correct pausing, pitch and tone, reading punctuation, recognising and correcting errors when re-reading, expression and awareness or audience, prosody code, performing poetry whilst maintaining rhythm, reading stamina</p> <p><u>Retrieval</u> Use direct references to explain, extend and prove answers</p> <p><u>Inference</u> Identify fact or opinion with explanation, explain how characters develop throughout a text</p>		<p><u>Author's Use of Language</u> Identify irony/metaphorical language/idioms/sarcasm (Recognise when a word or phrase has more than one 'layer of meaning')</p> <p><u>Authorial Intent</u> Identify authorial intent within language chosen and explain Explain the effect of a style of writing (revision)</p> <p><u>Making Connections</u> To compare characters, settings and themes across more than one text.</p>	

	<p align="center"><u>Inference</u></p> <p>Comment on interrelationships of characters (revision), decide the most relevant information to use as clues (revision) describe the wider picture away from the text using clues e.g. a character's personality</p>		<p align="center"><u>Author's use of language</u></p> <p>Identify authorial intent within language chosen and explain</p> <p align="center"><u>Predictions</u></p> <p>Making predictions based on clues in the text</p>		<p>Comment on what is not answered in the text using their own knowledge</p>	
<p><u>Writing Fiction</u></p>	<p>Thriller stories focusing on setting/ character description and atmosphere (4 weeks)</p> <p>Based on the picture book 'The Viewer' by Gary Crew</p> <p>Writing skills <u>Descriptive Techniques- setting description</u></p> <ul style="list-style-type: none"> - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action 	<p>Historical fiction- focus on setting/ character description and atmosphere (3 weeks)</p> <p>Based on Street Child and extracts from Charles Dickens</p> <p>Writing skills <u>Variety of sentence types for pace</u></p> <ul style="list-style-type: none"> - short sentence for effect - drop in clauses - sentences of three - subordinate clauses <p><u>D.A.D</u> (dialogue, description, action- including speech punctuation)</p> <p>Cross-curricular links- history</p>	<p>Play scripts/ prologues/ historical fiction (2 weeks)</p> <p>Based on Macbeth</p> <p>Writing skills <u>Dialogue</u></p> <ul style="list-style-type: none"> - speech punctuation - dialogue for characterisation - dialogue to advance the action <p>Cross-curricular links- British Values</p>	<p>Historical fiction/ suspense (2 weeks)</p> <p>Based on a Viking battle scene</p> <p>Writing skills <u>Descriptive Techniques- setting description</u></p> <ul style="list-style-type: none"> - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action 	<p>Mayan myths/ quest stories (3 weeks)</p> <p>Based on a selection of Mayan myths including 'The Hero Twins' and 'Rain Player'</p> <p>Writing skills <u>Descriptive techniques- character description</u></p> <ul style="list-style-type: none"> - characterisation - emotion through action - dialogue for character - dialogue for action <p>Cross-curricular links- history</p>	<p>Free choice fantasy fiction project (2 weeks)</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 -targets to plug gaps</p>
<p><u>Writing Non-fiction</u></p>	<p>Non-chronological reports/ explanation texts (4 weeks)</p> <p>Based on crime and punishment in the Victorian era</p> <p>Writing skills</p> <ul style="list-style-type: none"> - Commas (if secure, move onto higher level punctuation) <p><u>Higher level punctuation</u></p> <ul style="list-style-type: none"> - brackets and dashes for parenthesis - dashes for an afterthought - ; / : clauses 	<p>Non-chronological reports (3 weeks)</p> <p>Based on Christmas elves</p> <p>Writing skills <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>Cross-curricular links- history</p>	<p>Persuasive speeches with varying tones/ formality (3 weeks)</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 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 	<p>Journalistic recounts (3 weeks)</p> <p>RE newspapers based on the Easter story (crucifixion, resurrection, empty tomb etc) (3 weeks)</p> <p>Writing skills</p> <ul style="list-style-type: none"> - passive voice - direct and reported speech - brackets and dashes for parenthesis - viewpoint/ bias <p>Cross-curricular links- RE</p>	<p>Diaries/ letters (3 weeks)</p> <p>Based on the book Holes by Louis Sachar</p> <p>Writing skills</p> <ul style="list-style-type: none"> - subordinating conjunctions - coordinating conjunctions - ; clauses - ; list - : clauses - : to introduce a list <p>Cross-curricular links- PSHE</p>	<p>Discussion texts (2 weeks)</p> <p>Topic to be decided based on children's interests</p> <p>Writing skills -targets to plug gaps</p>

			<ul style="list-style-type: none"> - 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 <p>Cross-curricular links- geography + trip to Marwell Zoo (conservation)</p>			
SPAG	<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>	<p>Consolidation and application of skills</p>
Mathematics	<p><u>Place Value</u></p> <p>Partitioning, position on a number line, decimal place value, rounding numbers, negative numbers in context</p> <p><u>Fractions, Decimals and Percentages</u></p> <p>Division methods – answer up to two decimal places, rounding, equivalence between simple fractions, decimals and percentages</p>	<p><u>Number Addition, Subtraction, Multiplication and Division</u></p> <p>Formal written long multiplication and division, addition and subtraction, multi-step problems, estimation and checking accuracy</p>	<p><u>Ratio and Proportion and Algebra</u></p> <p>Calculation of percentages, solve problems involving unequal sharing and grouping using knowledge of fractions and multiples, use simple formulae</p>	<p><u>Properties of Shape</u></p> <p>Comparing and classifying geometric shapes, finding unknown angles in triangles, quadrilaterals and regular polygons, revision of properties and angle rules, 3D shape and nets</p> <p><u>Measurement</u></p> <p>Use, read, write and convert between standard units: length, mass, volume and time – using decimal notation up to three decimal places</p>	<p><u>Position and Direction and Statistics</u></p> <p>Draw and translate simple shapes on the co- ordinate plane and reflect them in the axes, interpret and construct pie charts and line graphs to solve problems, calculate and interpret the mean as an average</p>	<p><u>Problem Solving and Investigations</u></p> <p>Estimation, trial and Improvement, strategic approach, explaining, reasoning</p>
Science	<p><u>Light and shadows</u></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><u>Electricity</u></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</p>	<p><u>Animals including humans</u></p> <p>How are living things classified? How are plants classified? What are microorganisms and how are they classified? How is classification used to sub-divide larger groups of living things? What separates one</p>	<p><u>Living things</u></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</p>	<p><u>Evolution</u></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>	

		components function? How are circuits used to make electrical products work?	group of vertebrates from another?	different exercises? How are nutrients and water transported around the body? How do drugs impact the way our bodies function?		
Computing	<u>Computer systems and networks</u> 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.	<u>Creating media</u> 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.	<u>Programming unit A-variables in games</u> 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.	<u>Data and information (spreadsheets)</u> 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.	<u>Creating media (3D modelling)</u> 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.	<u>Programming unit B-sensing movement</u> This unit 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
	There is an online safety focus within each unit of work and each lesson begins with revision of keeping ourselves safe online					
Geography	<u>UK topography</u> How has the UK topography changed over time? How has UK land-use changed over time? What is the impact of coastal erosion?	<u>Biomes and climate change</u> 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?		<u>Fairtrade</u> 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? What is trade fair? How does Fairtrade Premium support communities?		
History	<u>Victorians</u> 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		<u>Mayans</u> 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			

	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 affect 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?			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?		
Art	To draw in two point perspective, to create observational drawings of building using a 2-point perspective, to create a mono print of architecture, to overprint using a collagraph, to create a collage of architecture from around the world.		To use colours and lines to represent emotions, to understand and create abstract art, to make tertiary colours, to create patterns to convey emotion, to understand how the texture of paint changes when different materials are added, to produce an abstract piece of art		To create a clay armature with wire, create a Modroc armature with newspaper and wire, know what the Chiaroscuro technique is and how to use it in art, understand how charcoal can be used in different ways, compare patterns of different artists	
DT		Bake bread Understand and apply the principles of a healthy and varied diet, evaluate a range of products, understand how a recipe works, understand the importance of hygiene when cooking, use cooking tools safely, practise skills of rubbing, kneading and scoring, design a healthy soda bread.			Make a bridge To use a range of information to inform designs, to use computer-aided design to refine plans, to investigate moving mechanisms, to justify choice of suitable materials and tools, to justify the steps and order of construction, to measure and cut with precision, to improve quality of butt joints, to test product fulfils its purpose, to identify how additional/alternative resources could improve the product.	Sew a cushion Explore, evaluate and form a range of ideas using information from existing products, design a product which is functional and attractive, use a cross stitch, consider the purpose of the join when choosing a stitch, use sewing tools safely, apply a range of stitches to create and finish a product, apply a range of stitches to create and finish a product, evaluate function, fit for purpose and appearance against the original design.
PE	Basketball, tennis and gymnastics (rotated across the three classes)		Dance, tennis, football (rotated across the three classes)		Cricket, athletics, invasion games (rotated across the three classes)	
French	La phonétique (Phonics & Pronunciation) Children can recall and identify new phonemes to facilitate accurate and	Ma famille (My family) Tell somebody the members, names and various ages of either their own or a fictional family in	Au salon de thé (At the tearoom) Remember and recall a wide variety of foods, snacks, and drinks, to understand better	Chez moi (My home) Say whether they live in a house or an apartment and say where it is, repeat, recognise and attempt to	La date (The date) Repeat and recognise the months of the year in French, ask when somebody has a birthday	Do you have a pet? Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for

	<p>authentic pronunciation as part of their early learning experience:</p> <p>ch, ou, on, oi, i, in, ique, ille, é, è, e, eux, eau</p> <p><u>Je me presente (Presenting Myself)</u></p> <p>Say their name and age, say hello and goodbye, then ask how somebody is feeling and answer how they are feeling, say where they live, say their nationality and understand basic gender agreement rules, count to 20</p>	<p>French, continue to count in French, with the option of reaching 100, enabling students to say the age of various family members, understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French, move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>	<p>how to change a singular noun to plural form, to perform a short role-play ordering what they would like to eat and drink.</p>	<p>spell up to ten nouns (including the correct article for each) for the rooms of the house in French, tell somebody in French what rooms they have or do not have in their home, ask somebody else in French what rooms they have in their home, attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>and say when they have their birthday, say the date in French, create a French calendar, recognise key dates in the French calendar.</p>	<p>pets in French, tell somebody in French if they have or do not have a pet, ask somebody else in French if they have a pet, tell somebody in French the name of their pet, attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</p>
Music	<p><u>Singing</u> Singing in 3 and 4 part rounds</p> <p><u>Listening</u> Music traditions- Gamalan</p> <p><u>Improvise</u> Cyclic patterns-create music that includes repetition and contrast (Gamalan Music) <u>Compose</u> Enhance melodies with rhythmic contrasts.</p>	<p><u>Singing</u> Perform a range of songs as a choir in school assemblies and performances (including our year 6 carol concert)</p> <p><u>Listening</u> Traditional Christmas-variety of genres</p>	<p><u>Singing</u> Rhythm and phrasing</p> <p><u>Listening</u> Rock and pop</p> <p><u>Composition</u> Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C,D,G,E,A) and incorporate rhythm variety. Play and notate this melody.</p>	<p><u>Singing</u> Identify and use more complex structures in songs</p> <p><u>Listening</u> Varied</p> <p><u>Instrumental performance</u> Writing and performing own songs using a range of musical devices including melodies, rhythms, chords, lyrics, tempo, pitch</p>	<p><u>Singing</u> Create appropriate styles through singing syncopated rhythms</p> <p><u>Listening</u> Jazz and Blues</p> <p><u>Improvise</u> Create music with multiple sections that include repetition and contrast</p> <p><u>Compose</u> Melodies made from pairs of phrases which can be enhanced by rhythmic or chordal accompaniment (song writing)</p>	<p><u>Singing</u> 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><u>Listening</u> Musical/ opera/ film</p>
PDL	<p><u>Mental Wellbeing</u> Managing emotions</p>	<p><u>Our Relationships</u> Caring Relationships Respectful Relationships Families and People Who Care for Me</p>	<p><u>Healthy Me</u> Physical Health Healthy Eating Health and Prevention Drugs, Alcohol and Tobacco Basic First Aid</p>	<p><u>Online safety</u> Online relationships Internet safety</p>	<p><u>Me Myself and I</u> Changing Adolescent Bodies</p>	<p><u>Extras</u> Our Community The World of Work Transition</p>
British Values	<p><u>British Values overview</u> What are the 5 British Values?</p>	<p><u>Tolerance and Respect</u> Christmas Around the World</p>	<p><u>Individual Liberty</u> Fairness and Rights</p>	<p><u>Mutual Respect</u> Discrimination and Diversity</p>	<p><u>Rule of Law</u></p>	<p><u>Democracy</u></p>

Enrichment	Horse riding	Victorian Christmas dress up day Carol concert at St Edmunds Church	Marwell Zoo	Retreat day at Southampton Common		Fairthorne Manor Transition day at secondary school Year 6 production