

**All Saints' C of E Primary School**  
**Year 6 Curriculum Map**

2023-24	Autumn Term		Spring Term		Summer Term	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>English</b>	<i>Skellig</i> Recount: Letter of complaint Narratives	<i>Skellig</i> Character Descriptions: Skellig Diary entry: Skellig	<i>Goodnight Mister Tom</i> Non-Chronological report Diary	<i>Goodnight Mister Tom</i> Narrative	<i>Instructions</i> Narrative	Recounts/Letter Writing Explanation texts Free Verse Poetry
<b>Mathematics</b>	Place Value Addition and Subtraction Multiplication and Division	Fractions A and B Measurement (converting units)	Ratio Algebra Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and direction Revision	Themed projects, consolidation and problem solving
<b>Science</b>	Why do we classify living things based on their characteristics?	How can circuits vary?	Energy: Light and reflection	Living things: Evolution and inheritance	Animals: Circulation and exercise	Making Connections
<b>Computing</b>	Bletchley Park and Big Data 1		Online Safety		History of computers and Intro to Python	
<b>History</b>	What does the Census tell us about our local area?		British history 6: What was the impact of World War II on the people of Britain		Unheard histories: Who should feature on the £10.00 banknote?	
<b>Geography</b>	Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	
<b>Art</b>	Craft and Design: Photo opportunity		Drawing: Make my voice heard		Sculpture and 3D: Making Memories	
<b>DT</b>	Textiles: Waistcoats		Structure: Playgrounds		Digital world: Navigating the world	
<b>RE</b>	Is believing in God reasonable?	How and why does religion bring peace and conflict?	How and why does religion bring peace and conflict?	How do Buddhists explain suffering in the world?	How has belief impacted on music and art through history?	Is being happy the greatest purpose in life?
<b>PSHE</b>	Being Me in My World	Celebrating Differences	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body
<b>PE</b>	Football and Tag Rugby	Hockey and Netball	Dance Gymnastics	Tennis	Athletics Cricket	Swimming
<b>Spanish</b>	Phonics lesson 4 and Regular verbs En El Colegio		Comer Sano Irregular Verbs		El fin de semana Yo en el mundo	
<b>Music</b>	Rock Band Music Lessons		Happy		The Fresh Prince of Bel Air	

	Autumn	Spring	Summer
Writing Targets shown when	Distinguish between homophones and other words Use dictionaries to check the spelling and meaning of	Add suffixes beginning with vowel letters to words ending in -fer	Use the full range of punctuation taught at Key stage 2

<p><i>first introduced</i>  <i>Spelling</i>  <i>Handwriting</i>  <i>Composition</i>  <i>Grammar</i>  <i>punctuation</i></p>	<p>words  Spell most of the Year 5/6 words correctly  Use the dictionary to spell uncommon or ambitious vocabulary  Use a thesaurus with confidence</p> <p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</p> <p>Plan their writing by identifying the audience for a purpose of the writing, effectively selecting the appropriate form  Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary  Plan their writing of narratives through reasoned consideration of how authors have developed characters and settings  Integrate dialogue to convey character and advance action  Draft and write by linking ideas across paragraphs, using a wider range of cohesive devices  Draft and write by using organisational and presentational devices to structure text and guide the reader  Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others writing with reasoning</li> <li>• ensuring the consistent and correct tense</li> <li>• correct subject and verb agreement</li> </ul> <p>Proof read for spelling errors  Confidently perform their own compositions using appropriate intonation, volume and movement so meaning is clear</p> <p>Understand how words are related in meaning as synonyms and antonyms  Use layout devices to structure a text  Use the colon, semi-colon and dash between independent clauses  Use the colon to introduce a list and semi-colons within lists  Understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen,</p>	<p>Add prefixes involving the use of a hyphen</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement best suited for a task</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read for their own writing  Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning  Draft and write narratives describing setting, characters and atmosphere  Draft and write by accurately precisising longer passages  Evaluate and edit by proposing reasoned changes in vocabulary, grammar and punctuation  Distinguish between the language of speech and writing and choose the appropriate register  Proofread for punctuation errors</p> <p>Understand and use effectively vocabulary typical of informal speech and formal speech  Use the passive to affect the presentation of information in a sentence  Understand the difference between structures typical of informal and formal speech  Exercise an assured control over levels of formality  Link ideas within and across paragraphs using a wider range of cohesive devices  Use bullet points to list information  Understand how hyphens can be used to avoid ambiguity</p>	
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	<p>colon, semi-colon, bullet points</p> <p>Use the perfect form of verbs</p> <p>Use expanded noun phrases to convey complicated information concisely</p>		
Reading	<p>Read aloud and understand the meaning of new words</p> <p>Maintain positive attitudes to reading and understand what they have read by:</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways for their purpose</li> <li>• making comparisons within and across books</li> </ul> <p>Read age appropriate books with confidence and fluency</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	<p>Maintain positive attitudes to reading and understand what they read by identifying and discussing themes and conventions across a wide range of writing</p> <p>Participate in discussion about books, building on their own knowledge and others' ideas, challenging views courteously and with clear reasoning</p>	<p>Maintain positive attitudes to reading and understand what they read by:</p> <ul style="list-style-type: none"> <li>• increasing familiarity with a wide range of books</li> <li>• learning a wide range of poetry by heart</li> </ul> <p>Explain and discuss their understanding of reading through formal presentations and debates, maintain a focus of the topic and notes where necessary</p>
Science	<p>Plan different types of scientific enquiries to answer questions including recognising and controlling variables when necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>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</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Plan different types of scientific enquiries to answer questions including recognising and controlling variables when necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>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</p>	<p>Plan different types of scientific enquiries to answer questions including recognising and controlling variables when necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>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</p>

Computing	<p>Understand how networks enable computers to communicate and collaborate</p> <p>Begin to use internet services in their own creations to share and transfer data</p>	<p>Independently select and combine a variety of software to design and create content for an audience, including, collecting, analysing, evaluating and presenting data</p> <p>Be discerning when evaluating digital content and use filters effectively</p>	<p>Use sequences, selection and repetition with hardware to explore real world systems</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Use variables, sequence, repetition and selection in programmes</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect errors efficiently</p>
History	<p>a local history study</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-</p>	<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>

		<p>European societies; achievements and follies of mankind</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>
Geography	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>describe and understand key aspects of: human</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

	<p>features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Art	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Use the sketchbook to make observations and preparatory drawings.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>
DT	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate</p>

	<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>
RE	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p>	<p>Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p>Explain how events in history and society have influenced some religious and nonreligious worldviews</p> <p>Explain connections different beliefs being studied and link them to sources of authority using theological terms</p> <p>Explain the key theological similarities and differences between and within religions and worldviews</p> <p>Explain and discuss how beliefs shape the way _____</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p> <p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from</p>

		<p>view the world in which they live and how they view others</p> <p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p> <p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>within a religion or worldview and those from outside it.</p> <p><b>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</b></p> <p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
PSHE	Show empathy to people who are experiencing difficulty due to differences	<p>Show motivation to work with others towards personal and communal goals</p> <p>Show respect for their body and consider how they will continue this when they are older, including considering the use of alcohol and drugs</p>	<p>Understand when it is necessary to stand up for their own views in situations where others are trying to gain control and show this in practice when necessary</p> <p>Maturely describe the changes to bodies during foetal development and puberty</p>
PE	<p>Accept critical feedback from a range of audiences and make changes accordingly</p> <p>Negotiate and collaborate appropriately to motivate themselves and others to perform better</p> <p>Read and react to different game situations as they develop</p> <p>Effectively disguise what they are to do next</p> <p>Transfer skills and movements across a range of activities, performing a variety of skills consistently and effectively in challenging or competitive situations</p>	<p>Accept critical feedback from a range of audiences and make changes accordingly</p> <p>Negotiate and collaborate appropriately to motivate themselves and others to perform better</p> <p>Use variety and creativity to engage an audience</p>	<p>Accept critical feedback from a range of audiences and make changes accordingly</p> <p>Negotiate and collaborate appropriately to motivate themselves and others to perform better</p> <p>Read and react to different game situations as they develop</p> <p>Effectively disguise what they are to do next</p> <p>Transfer skills and movements across a range of activities, performing a variety of skills consistently and effectively in challenging or competitive situations</p> <p>Explain how individuals need different types/levels of fitness to be more effective in their sports role</p>

			Show an ability to keep safe in different water-based situations
Spanish –	<p>Recognise and respond appropriately to a range of familiar words and phrases</p> <p>Ask simple questions and respond with a different answer to my peers</p> <p>Change a few words in a familiar sentence to make a new sentence</p> <p>Read some familiar words aloud</p>	<p>Recognise and respond appropriately to a range of familiar words and phrases</p> <p>Join in with familiar songs and stories</p> <p>Ask simple questions and respond with a different answer to my peers</p> <p>Change a few words in a familiar sentence to make a new sentence</p> <p>Speak clearly to an audience with good pronunciation</p> <p>Read some familiar words aloud</p>	<p>Recognise and respond appropriately to a range of familiar words and phrases</p> <p>Follow an instruction within a full sentence</p> <p>Ask simple questions and respond with a different answer to my peers</p> <p>Change a few words in a familiar sentence to make a new sentence</p> <p>Change a few words in a familiar sentence to make a new sentence</p> <p>Read some familiar words aloud</p> <p>Remember new words from their reading</p> <p>Write some words independently</p> <p>Write a simple sentence with adjectives to describe a picture or object using a word bank</p> <p>Recognise nouns, adjectives and verbs</p> <p>Recognise the articles that make nouns masculine or feminine</p>
Music	<p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music.</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures</p> <p>Understand the style of the songs so the meaning and mood can be communicated.</p> <p>Play a musical instrument with the correct technique within</p>	<p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music.</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures</p> <p>Play a musical instrument with the correct technique within the context of a song.</p>	

	<p>the context of a song.</p> <p>Read and play with confidence from conventional or graphic notation</p> <p>Use a range of symbols to record compositions</p>	<p>Read and play with confidence from conventional or graphic notation</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>Use a range of symbols to record compositions</p> <p>Record a performance and compare it to a previous performance</p>	
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