

### Year 6 Curriculum Map 2023-24

| Subject                  | Autumn   | Spring   | Summer   |
|--------------------------|--|--|--|
| <b>English - Reading</b> | <p><b>Word Reading (Spellings)</b><br/>Use of morphology linked to the spelling curriculum<br/>Review of Year 5 work on spellings</p> <ul style="list-style-type: none"> <li>• -ough</li> <li>• Homophones: nouns or verbs</li> <li>• -tious or -cious</li> <li>• -able or -ible</li> <li>• -ant or -ent</li> <li>• Words for Year 5/6 word list</li> <li>• 'ei' following the letter 'c'</li> <li>• Adding suffixes to words ending in -fer</li> <li>• Words from children's own writing</li> <li>• Use of hyphens</li> <li>• Words ending in -gue and -que</li> <li>• 'ch' makes 'k' sound; 'ch' makes 'sh' sound</li> </ul> <p>1:1 reading<br/>Guided Reading</p> | <p><b>Word Reading (Spellings)</b><br/>Use of morphology linked to the spelling curriculum<br/>Review of autumn term spellings</p> <ul style="list-style-type: none"> <li>• 'ie' or 'ei'</li> <li>• Hyphens</li> <li>• Words ending with -fer</li> <li>• Words from Year 5/6 word list</li> <li>• Revision of words ending in -sure and -ture</li> <li>• Revision of 'ou' spells 'u', as in trouble</li> <li>• Review of Year ¾ word list</li> <li>• Review of role and use of suffixes</li> <li>• Revision of /shun/ endings</li> <li>• Revision of /shal/ and /shus/ endings</li> <li>• Review of -able/-ably and -ible/-ibly endings</li> </ul> <p>1:1 reading<br/>Guided Reading</p> | <p><b>Word Reading (Spellings)</b><br/>Use of morphology linked to the spelling curriculum</p> <ul style="list-style-type: none"> <li>• Revision of the -ough letter string</li> <li>• Revision of homophones</li> <li>• Review and use of apostrophes</li> <li>• Review of Year 5/6 word list</li> <li>• Strategies for spelling in test conditions</li> <li>• Etymology of words</li> <li>• 'ei', 'eigh' and 'ey'; 'ea'; 'aigh'</li> <li>• Etymology – words with the /s/ sound spelled 'sc'</li> <li>• Etymology – American and British spellings</li> <li>• Texting and spelling – What are the rules?</li> <li>• Review of English technical vocabulary</li> <li>• End of year spelling review</li> </ul> <p>1:1 reading<br/>Guided Reading</p> |
| <b>English - Writing</b> | <p>Poetry: Writing a narrative using a poem as inspiration.<br/>Autobiography: To write an autobiographical narrative about a personal experience.<br/>Narrative: To write a comic strip version of a classic story.<br/>Explanation: Text linked to learning in history.</p>  | <p>Persuasive: Writing a letter of complaint<br/>Persuasive: Writing a balanced argument.<br/>Narrative: To write a narrative based on pupils own AI friend<br/>Newspaper report: To write a newspaper article on an aspect of a story.</p>  | <p>Recount: Write a biography<br/>Recount: Letter writing</p>  |
| <b>Maths</b>             | <p>Number: Place Value<br/>Number: Addition, subtraction, multiplication &amp; division<br/>Number: Fractions<br/>Measurement: Converting units</p>  | <p>Number: Ratio<br/>Number: Algebra<br/>Number: Decimals<br/>Number: Fractions, decimals &amp; percentages<br/>Measurement: Perimeter, Area and Volume<br/>Statistics</p>   | <p>Geometry: Shapes<br/>Geometry: Position &amp; direction<br/>Consolidation/SATs preparation<br/>Consolidation, investigations and preparations for KS3</p>   |
| <b>Science</b>           | <p><b>Electricity</b><br/>Develop an understanding of electrical circuits.<br/>Use symbols to represent components in circuit</p>  | <p><b>Animals including humans</b><br/>Develop an understanding of the circulatory system, diet and exercise</p>   | <p><b>Light</b><br/>Develop understanding of light and shadows</p>   |

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|                  | diagrams. Explain the impact of changing components in a circuit.  | <b>Evolution and inheritance</b><br>A study of Evolution and Inheritance<br><b>Living Things and their Characteristics</b><br>Develop an understanding of how living things are classified into broad groups.  |   |
| <b>Geography</b> | <b>Population</b><br>Develop an understanding of population distribution. Research the challenges those living in slums face, the impact of growing and aging populations on a country as well as the impact on food security.   | <b>Global Trade</b><br>Explore how trade became global and the advances that made this possible. Look at the range of goods that are imported and exported to and from the UK. Develop an understanding of Fairtrade and profitability.  | <b>Geographical fieldwork</b><br>Further develop an understanding of Ordnance Survey maps, symbols, 6 figure co-ordinates and scale. Follow and create routes on OS maps  |
| <b>History</b>   | <b>Ancient Egyptians</b><br>Identify how we know about the Ancient Egyptians and how we should sift and weigh evidence to support or refute historical claims. Recognise the importance of the River Nile. Understand about the legacy of the Ancient Egyptians.   | <b>Maya Civilisation</b><br>Identify where and when the Maya lived. Recognise how we know about the Maya and their civilisation. Explore what artefacts tell us about the lives of everyday Maya people and what happened to them. Make comparisons with Maya life and life in Britain at the same time. | <b>Local history study</b><br>Exploring how aspects of national history are reflected in the locality: local resources and industry. Research furniture making in High Wycombe.   |
| <b>Art</b>       | <b>Focus Artist:</b> Friedensreich Hundertwasser<br>Irinaland over the Balkans<br>Research FH's artwork and architecture. Create artwork based on his use of line, shapes and complimentary colours.   | <b>Focus Artist:</b> Jann Haworth<br>Calendula's Cloak<br>Explore the piece referring to the use of colour and textiles. Create a piece in this style by joining textiles.   | <b>Focus Artist:</b> Gustav Klimt<br>Portrait of Adele Bloch-Bauer<br><b>Painting and Collage</b> Based on work by Gustav Klimt   |
| <b>DT</b>        | <b>Electronic motors</b><br>Design and make a pulley system  | <b>Cooking and nutrition</b><br>Design a Fairtrade product and packaging   | <b>Pulley and gears</b><br>Design and make a model aerial tramway   |
| <b>Computing</b> | <b>Computing systems and networks</b><br><b>Communication and collaboration</b><br><i>Exploring how data is transferred by working collaboratively online.</i><br><b>Creating media</b><br><b>Webpage creation</b><br><i>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</i> | <b>Programming A</b><br><b>Variables in games</b><br><i>Exploring variables when designing and coding a game.</i><br><b>Data and information</b><br><b>Introduction to spreadsheets</b><br><i>Answering questions by using spreadsheets to organise and calculate data.</i>                              | <b>Creating media</b><br><b>3D modelling</b><br><i>Planning, developing and evaluating 3D computer models of physical objects.</i><br><b>Programming B</b><br><b>Sensing movement</b><br><i>Designing and coding a project that captures inputs from a physical device.</i> |

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| <b>Music</b>             | <b>Hey Mr Miller</b><br>Focus: Swing music, syncopation, swing rhythm, Big band instruments, scat singing.  |  | <b>Touch the Sky</b><br>Focus: recognise features of Scottish folk music, to play in 3/4 time, improvise using a pentatonic scale, sing in two parts with dynamic contrast and expression |  | <b>Nobody knows Lumineers</b><br>Focus: Song writing, melody, lyrics, chords, expression                          |   |
| <b>Compose for a day</b> | <b>Twinkle variations</b><br>Focus: Use 'Twinkle twinkle little star' as a composing tool, theme and variations, form passacaglia, improvisation. |  |   |  |   |   |
| <b>PE</b>                | Gymnastics Unit 1<br>Tag rugby  | Dance Unit 1<br>Netball  | Gymnastics Unit 2<br>Hockey   | Dance Unit 2<br>Basketball   | Rounders<br>Cricket   | Athletics<br>Swimming   |
| <b>RE</b>                | <b>Prophets and Founders</b><br>How did the religions and world views begin?  |  | <b>Creation and environment</b><br>How does what we believe influence the way we should treat the world?  |  | <b>Ethics and Moral issues</b><br>What do the religious and non-religious worldviews teach about 'the good life'? |   |
| <b>PSHE</b>              | How can we keep healthy as we grow?   |  | How can the media influence people?   |  | What will change as we become more independent?<br>How do friendships change as we grow?                          |   |
| <b>Spanish</b>           | <b>School timetable linked to daily routine</b><br><br><b>Recap: Time (Unit 15)</b><br><br>School subjects  | <b>Extend Unit 10 - ¿Qué tiempo hace?</b> – pupils recap Unit 10 from Year 5, write and perform a weather TV forecast including more complex sentences<br>Hispanic Christmas traditions - 4 POEM – Twas the night before Christmas – Spanglish version | <b>Unit 16 – En mi pueblo (1)</b>   | <b>Unit 16 – En mi pueblo (2)</b><br><br><b>Unit 17 – Así soy yo (1)</b> | <b>Unit 17 – Así soy yo (2)</b><br><br>Spanish-speaking country focus – music, dance, food, sport                 | <b>Celebration of Spanish learning!</b><br><br>POEM - Bilingüe<br>By Alma Flor Ada<br><br>Revision/consolidation in a detailed personal presentation: name, age, favourite colours & seasons, birthday, family, physical descriptions, where you live, likes & dislikes linked to food and sports, interests, school subjects & timetable |
| <b>Values</b>            | <b>Pride</b> – Winston Churchill<br><b>Equality</b> – Nelson Mandela<br><b>Respect</b> – Rosa Parks<br><b>Contentment</b> – Helen Keller          |  | <b>Honesty</b> – Emmeline Pankhurst<br><b>Love</b> – Florence Nightingale<br><b>Forgiveness</b> – Malala Yusuf<br><b>Perseverance</b> – Nadiya Hussain                                    |  | <b>Trust</b> – Chris Packham<br><b>Self-Belief</b> – Thomas Edison<br><b>Friendship</b> – Claude Monet            |   |

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| <b>Trips and visitors</b> | Visit to the war memorial<br>Ashmolean museum<br>Bikeability<br>Visits to Flackwell Heath library<br>Chiltern Rangers | Visits to Flackwell Heath library | Year 6 residential<br>Visit to Hazard Alley<br>Visit from Magistrates in the Community<br>Visits to Flackwell Heath library |
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