

# YEAR 6 CURRICULUM MAP 2024-25

		Autumn	Spring	Summer			
Reading	Word reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.					
	Comprehension	<p><b>Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books /text books</b></p> <p>Read a broad range of genres. Recommend books to others. Make comparisons within/across books. Support inferences with evidence. Summarising key points from texts. Identify how language, structure, etc. contribute to meaning. Discuss use of language, inc. Figurative. Discuss &amp; explain reading, providing reasoned justifications for views.</p>					
Writing	Transcription	<p><b>Spelling programme:</b> Distinguish between homophones and other words which are often confused. Understand that the spelling of some words needs to be learnt specifically. Investigate the spelling rule "i' before 'e' except after 'c'". Investigate the different sounds that the 'ough' letter string can represent. Spell some words with 'silent' letters. Use knowledge of morphology &amp; etymology in spelling.</p>					
	Composition	<p><b>Writing focusing on audience, purpose and form</b></p> <p>Develop legible personal handwriting style. Plan writing to suit audience &amp; purpose; use models of writing. Develop character &amp; setting in narrative. Select grammar &amp; vocabulary for effect .Use a wide range of cohesive devices. Ensure grammatical consistency</p> <p><i>-Persuasion/recount/journalistic writing</i></p> <p><i>Also a wide range of other writing opportunities</i></p>					
	VGP	Use appropriate register/ style. Use the passive voice for purpose. Use features to convey & clarify meaning. Use full punctuation. Use language of subject/object					
Speaking and Listening		Use questions to build knowledge. Articulate arguments and opinions. Use spoken language to speculate, hypothesise and explore. Use appropriate register and language. Perform poetry					
Maths		<p><b>Number/Calculation</b> Secure place value &amp; rounding to 10,000,000, including negatives. All written methods, including long division. Use order of operations (not indices). Identify factors, multiples &amp; primes. Solve multi-step number problems</p> <p><b>Algebra</b> Introduce simple use of unknowns.</p> <p><b>Geometry &amp; Measures</b> Confidently use a range of measures &amp; conversions. Calculate area of triangles / parallelograms. Use area &amp; volume formulas. Classify shapes by properties. Know and use angle rules. Translate &amp; reflect shapes, using all four quadrants</p> <p><b>Data</b> Use pie charts. Calculate mean averages</p> <p><b>Fractions, decimals &amp; percentages</b> Compare &amp; simplify fractions. Use equivalents to add fractions. Multiply simple fractions. Divide fractions by whole numbers. Solve problems using decimals &amp; percentages. Use written division up to 2dp. Introduce ratio &amp; proportion</p> <p><b>Geocaching</b></p>					
Science		<p><b>What do we mean by the human circulatory system?</b></p> <ul style="list-style-type: none"> <li>-Animals including humans</li> <li>-Circulatory system</li> <li>-Diet, exercise and drugs</li> </ul>	<p><b>How do different circuits work?</b></p> <ul style="list-style-type: none"> <li>-Electricity</li> <li>-variations</li> <li>-symbols</li> </ul> <p><b>How have things evolved?</b></p> <ul style="list-style-type: none"> <li>-Evolution and inheritance</li> <li>-Fossils</li> <li>-offspring</li> <li>-adaptations</li> </ul>	<p><b>What does light do?</b></p> <ul style="list-style-type: none"> <li>-Light</li> <li>-shadows</li> </ul> <p><b>How can we classify things?</b></p> <ul style="list-style-type: none"> <li>-Living things and their habitat</li> </ul> <p>Classification through characteristics</p> <p><b>Use of grounds to explore habitats</b></p>			
		<b>Working Scientifically – on going across the year</b>					
E-Safety		Self-image and identity	Online relationships	Online Reputation Online Bullying	Manage Online Information	Health, Wellbeing and lifestyle	Privacy and Security Copyright and Ownership
Computing		Digital skills	Coding	Digital skills	Coding	Digital skills	Coding
		Pages Keynote	Animate an adventure game	iMovie GarageBand	Code a cartoon	Clips Numbers Reality Composer	Pong game
History			<b>What happened at Killhope Mine?</b> - local history study				<b>What was the impact of the war on Britain?</b> - - study of and aspect or theme

						in British History that expands pupils' chronological knowledge beyond 1066
<b>Geography</b>	<p><b>Why is climate change such an important topic?</b></p> <ul style="list-style-type: none"> <li>-Cause and effect of Climate change</li> <li>- effect on the biomes</li> <li>- natural resource</li> </ul> <p>Article 29 (goals of education) Respect the environment.</p>				<p><b>How do maps help us find our way around?</b></p> <ul style="list-style-type: none"> <li>-8 point of a compass</li> <li>-4 figure grid reference</li> <li>-OS maps</li> <li>-digimaps/ google earth</li> <li>-Time zones</li> </ul> <p>Geographical skills – plan and follow a route</p>	
<b>Geographical skills and fieldwork – on going across the year</b>						
<b>Design Technology</b>		<p><b>Textiles</b></p> <p>Waistcoats</p>		<p><b>Structures</b></p> <p>-Playgrounds</p>		<p><b>Digital World</b></p> <p>-Navigating the world</p>
<b>Art and Design</b>	<p><b>Photography</b></p> <p>composition, colour, line</p>		<p><b>Make my voice heard-</b></p> <p>graffiti, drawing, painting, sculpture</p>		<p><b>Still life-</b></p> <p>composition of special object</p>	
<b>Create sketchbooks to record observations</b>						
<b>Music</b>	<b>Music and Technology</b>	<b>Developing Ensemble Skills</b>	<b>Creative Composition</b>	<b>Musical styles connect us</b>	<b>Improvising with confidence</b>	<b>Farewell Tour</b>
<b>MFL</b>	<b>Unit 1 Clothes in Spanish</b>	<b>Unit 2 School in Spanish</b>	<b>Unit 3 Household tasks in Spanish</b>	<b>Unit 4 Shopping in Spain</b>	<b>Unit 5 Free time in Spain</b>	<b>Unit 6 Treasure hunt</b>
<b>P.E.</b>	<p><b>Games</b></p> <p>Wide attack</p> <p><b>Swimming</b></p>	<p><b>Games</b></p> <p>Grid/tag rugby</p> <p><b>Gymnastics</b></p> <p>Group Dynamics</p>	<p><b>Gymnastics</b></p> <p><b>OAA</b></p> <p>Residential</p>	<p><b>Games</b></p> <p>Zone Rounders</p>	<p><b>Cricket</b></p> <p><b>Dance</b></p> <p>Making the grade</p>	<p><b>Athletics</b></p> <p>Distance Challenge</p>
<b>PSHE</b>	<p>TP1 – How should I manage my money?</p> <p>TP2 – How do drugs damage my health?</p> <p>TP3 – What affects my mental health?</p>	<p>TP 4 – Will sad things happen to me?</p> <p>TP 5 – How do I break a habit?</p> <p>TP6 – Should I give in to peer pressure?</p>	<p>TP7 – Should I send/post something I am not comfortable with?</p> <p>TP8 – What if I get dared?</p> <p>TP9 – If it happens all the time does it mean it's right?</p>	<p>TP10 – What is puberty?</p> <p>TP11 – How do humans reproduce?</p> <p>TP12 – How do we look after ourselves?</p>	<p>TP13 – Are images in the media real?</p> <p>TP14 – Should I trust the media?</p> <p>TP 15 – Should I join in an argument?</p>	<p>TP16 – Am I a cyber bully?</p> <p>TP17 – Have a trolled someone?</p> <p>TP18 – What sort of person shall I be?</p>

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<b>R.E.</b>	<p><b>What can we find out about a local Muslim community?</b> Article 14: You have the right to choose your own beliefs.</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language</p> <p>Article 13 (Freedom of expression)</p> <p><b>What do the gospels tell us of the birth of Jesus?</b> Article 14: You have the right to choose your own beliefs.</p>	<p><b>Why are Good Friday and Easter Sunday the most important day for Christians?</b> Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p><b>How and why do people care for the environment?</b> Article 20: you must be looked after by people who respect your religion, traditions and language Article 24 (Health and Health care)</p>	<p><b>So, what do we now know about Christianity?</b> <b>Statutory bridging unit</b> Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Article 14: You have the right to choose your own beliefs.</p>
	<p><b>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2022 for all maintained schools</b></p>		