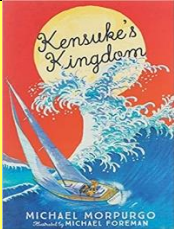





Tickhill Estfeld Primary School Curriculum Map - Year 6

Year	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
PSHCE and Well-being	Being Me in My World <i>'Who am I and where do I fit?'</i>	Celebrating Difference <i>Respect for similarities and differences.</i> <i>Anti-bullying and being unique</i>	Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this</i>	Healthy Me <i>Being and keeping safe and healthy</i>	Relationships <i>Building positive, healthy relationships</i>	Changing Me <i>Coping positively with change</i>
Topic	Life in the Cold		Mysterious Mayans		Movers and Shakers	
Visits and Special Events	Bikeability Young Shakespeare Company		Crucial Crew Residential		Parliament Visit Concert	
Career links	Naturalists/zookeeper		Police officer		Politics Justice system	
Book Focus						
English - Contexts for Reading and Writing	Context- links to Kensuke's Kingdom and Life in the Cold Topics Balanced discussion Non-chronological Information reports YSC work Poetry - Haiku, Tanka, Personification Poems Informal letter-based writing		Context - Links to Maya topic Narrative -suspense stories and poetry Instructions Recounts including Newspaper reports Crucial Crews recount Narrative - Warning Tales		Links to the Movers and Shakers topic Biography and autobiography Short burst writing linked to a variety of stimuli Formal writing linked to London trip	
Reading Skills Focus (on-going throughout the year)	Word reading <ul style="list-style-type: none"> - Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension <ul style="list-style-type: none"> - Develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and read for a range of purposes - Use dictionaries to check the meaning of words that they have read 					

	<ul style="list-style-type: none"> - Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identify themes and conventions in a wide range of books - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry - Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predict what might happen from details stated and implied - Identify main ideas drawn from more than one paragraph and summarising these - Identify how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p>Consolidate introductions of VIPERS from Year 5 - Reading skills - Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise / Sequence</p>					
Spelling	<p>Homophones & near homophones: Nouns that end in <i>-ce/-cy</i> and verbs that end in <i>-se/-sy</i></p> <p>Adjectives ending in <i>-ant</i> into nouns ending in <i>-ance/-ancy</i></p> <p>Adjectives ending in <i>-ent</i> into nouns ending in <i>-ence/-ency</i></p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>Hyphens: To join compound adjectives</p> <ul style="list-style-type: none"> - Topic based words - Year 5 / 6 statutory word list 	<p>Words ending in <i>-able/-ably</i></p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Creating diminutives using prefixes <i>micro</i> <i>mini</i></p> <p>Topic based words</p> <p>Year 5 / 6 statutory word list</p>	<p>Adding suffixes beginning with vowel to words ending in <i>-fer</i></p> <p>Words with a long <i>/e/</i> sound spelt 'ie' or 'ei' after <i>c</i> (and exceptions)</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Topic based words</p> <p>Year 5 / 6 statutory word list</p>	<p>Words with endings which sound like <i>/shuhl/</i> after a vowel</p> <p>Words with endings which sound like <i>/shuhl/</i> after a consonant</p> <p>Words with a 'soft <i>c</i>' spelt <i>/ce/</i></p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Topic based words</p> <p>Year 5 / 6 statutory word list</p>	<p>Word families based on common words, showing how words are related in form and meaning</p> <p>Words that can be nouns and verbs</p> <p>Words with a long <i>/o/</i> sound spelt 'ou' or 'ow'</p> <p>Words ending in <i>-ible/ly</i></p> <ul style="list-style-type: none"> - Topic based words <p>Year 5 / 6 statutory word list</p>	<p>Synonyms and antonyms</p> <p>Topic based words</p> <p>Year 5 / 6 statutory word list</p>
Grammar and Punctuation	<p>Revision and consolidation from Year 5</p> <p>Relative Clauses Modal Verbs</p> <p>Adverbs</p> <p>Parenthesis</p> <p>Expanded Noun Phrases</p> <p>Commas</p> <p>Present Tense</p>	<p>Word classes</p> <ul style="list-style-type: none"> - Identifying Nouns and Verbs in Sentences Identifying Adjectives and Adverbs in Sentences 	<p>Punctuation</p> <ul style="list-style-type: none"> - Using Commas in a list - Using Colons and Semi-colons in a list Writing in notes - Using Bullet Points for a list <p>Active and Passive</p>	<p>Punctuation</p> <ul style="list-style-type: none"> - Identifying Clauses - Using semi-colons - Using colons - Using dashes - Using punctuation to mark boundaries <p>Using hyphens</p>	<p>Cohesion and consolidation</p>	

	<ul style="list-style-type: none"> - Past Tense - <p>Synonyms and antonyms</p>	<ul style="list-style-type: none"> - Identifying Subjects and Objects in Sentences - Identifying Determiners, Conjunctions and Prepositions in Sentences - Identifying Word Classes in Sentence <p>Subjunctive form Was or Were? Recognising Subjunctive Form Using Subjunctive Form</p>	<ul style="list-style-type: none"> - Identifying verbs in sentences - Recognising the passive verb - Using the passive verb <p>Formal and informal</p> <ul style="list-style-type: none"> - Recognising formal and informal writing Subjunctive Form in formal speech and writing - Question Tags in informal speech and writing - Formal and informal vocabulary - Using formal and informal vocabulary and structures 	<ul style="list-style-type: none"> - Recognising hyphens to avoid ambiguity - Using hyphens to avoid ambiguity 		
Mathematics	Place value Addition, subtraction, multiplication and division	Fractions Measurement - converting units	Ratio Algebra Number - decimals, percentages	Perimeter, area and volume Statistics	Properties of shapes Geometry - position and direction	Consolidation and themed projects
Science	Living Things and their Habitats Classifying living things including microorganisms	Evolution and inheritance Identify evolution and how features can be inherited	Light Light and shadows Spectrum of light	Healthy Lifestyles Human circulation system Transport of nutrients and water Impact on health of exercise, drugs, nutrition and lifestyle	Electricity Circuit diagrams Link components to voltage	Science in Action Consolidation and themed projects
Computing	Y6 Computing systems and Networks	Y6 Creating Media - Web page creation	Y6 3D Modelling	Y6 Programming A - Variables in Gaming	Y6 Introduction to Spreadsheets	Y6 Sensing Movement
Design and Technology	Shelters Cards and Calendars		Street food unit		Make a phone holder Powered vehicle challenge	
History	Polar exploration Shackleton's journey		Maya Civilization Culture Government and Power Religion Settlement Legacy		Rights and responsibilities Rights and responsibilities of government Slavery Windrush generation - Personal journey's	

Geography	The poles Latitude and longitude Tropics Study North America - comparing physical and human geography	Study South America Countries - comparing physical and human geography		The Caribbean	
RE	How might pilgrimage transform people's lives?	How and why do Jewish communities celebrate their festivals?		What do Bible narratives say about covenant?	
Music	Improvise and compose Sing and Play Listen and appraise Sing a round, a syncopated melody and a chorus in two part harmony accurately. Recognising and identifying key musical features such as rhythm, tempo, timbre, structure and instruments. Compose an 8 bar piece on percussion. Use different composing techniques. Perform Twinkle, Twinkle, little star. Music in weekly assembly. Listen to historical recording of big band swing and musical styles from India. Perform Christmas concert in church KS2 leavers performance				
French	Phonics and pronunciation At school (PR) <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school. 	The weekend (PR) <ul style="list-style-type: none"> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. 		Me in the world (PR) <ul style="list-style-type: none"> About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country). 	
Art	Snow and ice-scapes Kensuke pastel pictures	Artist focus - Rousseau <ul style="list-style-type: none"> Leaf study, observational sketching Mixed media rainforest art 		Artist focus - Frida Kahlo <ul style="list-style-type: none"> Self portraits 	Sculptor focus - Barbara Hepworth 3D art work
PE	Tag Rugby Gymnastics	Athletics Dance	Basketball Dance	Netball Gymnastics	Cricket Yoga/athletics Football Tennis