

ENGLISH

Writing Pupils will be provided with opportunities to develop their writing and reading skills across a wide range of genres and styles, including narratives, recounts, diary entries and non-fiction texts.

To develop their **writing** skills we shall focus on:

- ◇ Making appropriate selections in vocabulary and grammatical structures based on the purpose and audience.
- ◇ Using a range of cohesive devices within and across paragraphs (repetition of a word, pronouns, adverbials, subordinating conjunctions).
- ◇ Using a varied and wide range of punctuation, including direct speech, hyphens, punctuation for parenthesis, colons and semi-colons.

Spelling will focus on words with 'silent' letters as well as words which do not follow the rules.



Reading To develop their reading skills we shall focus on:

- ◇ Fluency, confidence, independence and being able to determine the meaning of new vocabulary.
- ◇ Summarising main ideas; identifying key details
- ◇ Retrieving, recording and presenting information for a clear purpose.
- ◇ Being able to participate in discussions about similarities and differences; summarising main ideas.
- ◇ Drawing inferences such as characters' feelings, thoughts and motives from their actions.



2a	2b	2c	2d
Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.

MATHS

Number/Calculation: The children will revise place value, rounding to 10,000,000, negative numbers and all written methods, including long division. They will identify factors, multiples and prime numbers. They will also practise multi-step problems, which may include algebraic equations.

Geometry and Measures: The children will use a range of measures and conversions, calculate the area of triangles, parallelograms and use area of volume formulas. They will learn to classify shapes by properties, know and use angle rules and translate and reflect shapes, using all four quadrants.

Fractions, Decimals and Percentages: The children will learn to compare and simplify fractions, use equivalents to add and subtract them, as well as multiply and divide simple fractions by whole numbers. They will solve problems using decimals and percentages, use written division involving decimal numbers and introduce ratio and proportion.



2e	2f	2g	2h
Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.



2025

CURRICULUM MAP



Year 6



AUTUMN

History—Bombed Out In this topic, we will explore the effects of the Second World War on citizens both nationally and internationally. Children will start the unit by exploring how the end of WWI influenced the start of WWII. They will investigate key events in WWII and the countries involved. They will study wartime propaganda and discuss the reasoning for and influence of bias and censorship in wartime Britain. Children will investigate the causes and impact of the Holocaust. Finally, they will examine the consequences evacuation had on the different groups of people involved locally and nationally.

Science Light, Electricity and Living Things

Art Drawing: Redesigning the school building to look like one of Gaudi's buildings, inspired by natural forms.

Painting: During this theme, the children will be looking at the work of Chris Ofili and learning about the concept behind it. Children will select an idea or issue that is interesting to them and develop a piece of conceptual work that represents those ideas.

RE Autumn 1: Exploring Key Leaders – Sikhs and Hindus.

This unit will begin by looking what the children believe to be key leader and the profile of what a person a key leader. It will then compare the two key leaders of the Sikh and Hindu faith. Guru Nanak Dev Ji is the founding Guru of the Sikh faith and Mahatma Gandhi a key leader of the Hindu faith.

Autumn 2: What can we learn from religions about temptation?

This unit enables pupils to engage thoughtfully with questions of good and evil, right and wrong through thinking about temptation. Pupils will become familiar with stories of temptation and ritual practice from Islam and Christianity, and will be enabled to think for themselves about questions to do with morals, choices and the impact of our behaviour on others.

PE Cricket and Rounders

MFL Weather and Who am I?

Jigsaw (PSHE) Being me in my world and Celebrating difference

Design and Technology Mechanisms— Fairgrounds.

Computing World Wide Web—selecting search results, ranking of results, how searches are influenced and communicating responsibly.

Music Autumn 1: How does music bring us together? Autumn 2: How does music connect us with the past?

SPRING



Geography – Coastlines This topic gives children the opportunity to investigate different types of weathering and the features of a coastline. They will consider the impact of weathering upon coastlines and how coastlines around the UK have changed over time. Children will explore how borders across the UK and Europe have changed over time, and use their learning to predict changes, which may occur in the future.

Science Animals including Humans

Art Collage: Analyze several works of 'Pop Art' and create their own piece, paying attention to design, scale, line, and shape, as well as complimentary colour.

Mixed Media Printmaking and Textiles: Combine different printing techniques, media and equipment with other mixed media techniques to create their own piece of artwork and develop experience in embellishing.

RE What matters most? Christians and Humanists

This unit will address both a person with a religious background and a person who is a humanist. It will explore the difference between having faith within their life and having none.

PE Tennis and Gymnastics

MFL Where I live, Numbers 1-100 and Shopping

Jigsaw (PSHE) Dreams and Goals and Healthy Me

Design and Technology Mechanisms—Fairgrounds continued.

Computing Formulas and spreadsheets

Music Spring 1: How does music make the world a better place?

Spring 2: How does music teach us about our community?

Talk will be at the heart of every lesson across the curriculum. We will endeavour to empower our children with the skills to adapt their language based on context and audience. They will be encouraged to feel proud of their local dialect and celebrate its origins. However, they will also have the vocabulary and understanding to draw on Standard English when appropriate.



SUMMER

History - The Mayans

Children will be exploring the fascinating lives of the Maya and Viking civilizations, comparing what life was like for each during the same time periods. We'll look at how both groups built their homes and settlements—Maya cities with grand stone temples and Viking villages with sturdy wooden longhouses. They will also learn about the different leadership structures. Through this comparison, your children will gain a deeper understanding of how geography and culture shaped two very different yet equally remarkable societies.

Geography—Italy This topic provides children with the opportunity to use a range of photographs, maps and data to draw conclusions about the human and physical geography of Italy, as well as creating their own accurate and thematic maps of the areas studied. They will compare the North and South, identifying similarities and differences and the impact of human activity within an area. They will explore issues faced by our environment as a result of human activity and investigate protection management strategies. Finally, they will research how volcanoes are formed, the primary and secondary effects of eruptions, and the impact they have in Italy.

Science Evolution and Inheritance and Sex and Relationships

Art 3D Sculpture: Research and analyse the works of a well-known sculptor and develop their own response through experimentation and imaginative use of the knowledge acquired of tools, techniques and materials.

RE How do we express spiritual ideas through the arts?

This unit will focus on how music and art can be used to represent spirituality and religious feeling. It will look at Christianity, Sikhism and Hinduism.

PE Dance and Athletics

MFL Leisure and School

Jigsaw (PSHE) Relationships

Design and Technology Cooking and nutrition—Global Food Crisis

Computing Programming—variables and algorithms.

Music Summer 1: How does music shape our way of life? Summer 2: How does music connect us with the environment?