

Curriculum intent/vision: to allow our pupils to believe in themselves and be confident that they can overcome the barriers they face. Help them to develop a love of learning, challenge themselves, have the freedom to explore their own interests and appreciate that learning can be difficult.

Year 6 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle	Conflict	Terrible Tudors	Weird Science	Natural Disasters		Moving People
English Texts	Mortal Engines Hunger Games	Treason (CLPE) Macbeth (CLPE)	Pig heart boy (CLPE) Non-fiction	Floodland (CLPE) Wizard of Oz Film extracts from disaster movies		Matchbox Diary (CLPE) The Arrival Here I am Patti Kim Migrant
Written outcomes	Narrative – re-write story extract Instructions	Narrative – setting character description Biography	Balance argument Narrative – character description	Persuasive writing Narrative x 2 with a focus on Dialogue		Narrative Autobiography
GPS	<p>Ready to Write Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using modal verbs [for example, might, should, will, must] Using adverbs to indicate degrees of possibility Indicating degrees of possibility using adverbs [for example, perhaps, surely] Using brackets, dashes or commas to indicate parenthesis Using expanded noun phrases to convey complicated information concisely Using the perfect form of verbs to mark relationships of time and cause Using commas to clarify meaning or avoid ambiguity in writing Synonyms and Antonyms How words are related by meaning as synonyms and antonyms [for example, big, large, little] Terminology for pupils: •synonym •antonym</p>	<p>Word Classes Terminology for pupils: •subject •object Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out –discover; ask for –request; go in –enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Recognising subjunctive forms</p>	<p>Punctuation 1 Using a colon to introduce a list Use of the colon to introduce a list Use of semi-colons within lists Punctuating bullet points consistently Punctuation of bullet points to list information Terminology for pupils: •colon •semi-colon •bullet points Active and Passive Using passive verbs to affect the presentation of information in a sentence Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the green house versus The window in the greenhouse was broken (by me)] Terminology for pupils: •active •passive Formal and Informal Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out –discover; ask for –request; go in –enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p>Punctuation 2 Using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses Using dashes to mark boundaries between independent clauses Use of the semi-colon to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to mark the boundary between independent clauses Use of the dash to mark the boundary between independent clauses Terminology for pupils: •colon •semi-colon Hyphens Using hyphens to avoid ambiguity How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Terminology for pupils: •hyphen Revision Assessments (SATs) Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand in contrast , or as a consequence], and ellipsis Layout devices [for example, headings, sub headings, columns, bullets, or tables, to structure text] Terminology for pupils: •Ellipsis</p>		<p>Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>
Science	<p>Electricity Identify and name the basic parts of a simple electric series circuit (cells, wires, bulbs, switches, buzzers) Compare and give reasons for</p>	<p>Light Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects</p>	<p>Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals</p>		<p>Evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth</p>

	variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram	are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water and transported within animals, including humans	Give reasons for classifying plants and animals based on specific characteristics	millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical totheir parents Give reasons why offspring are not identical to each other or to their parents Explain the process of evolution and describe the evidence for this Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution	
Geography	Where conflict happened Countries and continents linked to history			Flooding at home and abroad and the impact Comparison to areas of drought Rivers and flood plains	Other natural disasters related to extreme weather and mapping Environmental link	Mountain ranges Geography of north and south America Focus on physical features
History	Britain's involvement in conflict over time	Henry VIII (Brief as a chronological aid) Royal family at the time Tudoe life Chronology of Monarchs (Horrible histories song)	Medical advances, pioneer scientists Medicines, transplants etc Timelines Cannot transplant an eye (why)		Natural disasters in history	History of migration/Immigration Focus on Bradford and changes to the city
Art	Textiles	Sculpture	Collage and textile	Sculpture/clay	Printmaking	
D&T	Mechanical systems Electrical systems	Textiles		Textiles		Matchbox theatres youtube - mechanical systems Food tech
Computing	Unit 6.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 6.2 Online safety Weeks – 2 Programs - Various Unit 6.3 Spreadsheets Weeks – 5 Programs – 2Calculate	Unit 6.4 Blogging Weeks – 5 Programs – 2Blog	Unit 6.5 Text Adventures Weeks – 5 Programs – 2Code, 2Connect	Unit 6.6 Networks Weeks – 3	Unit 6.7 Quizzing Weeks – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
RE (Christianity and Buddhism)	Christian and Buddhist beliefs and practices The Buddha Personal Heroes and Buddhists today Christmas Sacred and secular		Expressing faith in art, drama and song Responding to Buddhist and Christian texts Expressing faith through meditation The importance of Jesus to Christians Easter – the importance to Christians today		Ideas about God – one God. Many Gods. No God. Human responsibility for the environment Issues and beliefs Suffering Desire and suffering (Buddhist) Holocaust and Genocide Overcoming evil, promoting goodness	
PE	Invasion games – football/hockey – focus on attacking, defending and using space Invasion games – basketball/netball – focus on movement, attacking and defending	Dance Invasion games – tag rugby/ultimate frisbee	Sports science/fitness Dodgeball activities	Gymnastics Net wall games – badminton/table tennis/volleyball	Striking and fielding – cricket OAA	Striking and fielding – softball Athletics
PSHCE	Me and my relationships Includes feelings/ emotions/conflict resolution/friendships I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.	Valuing difference Includes British Values focus I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	Keeping myself safe Includes aspects of relationships education (Internet safety and drugs at KS2) I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal	Rights and responsibilities Includes money/living in the wider world/ environment I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.	Being my best Includes keeping healthy/ growth mindset/goal setting/achievement I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.	Growing and changing I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person feels about themself can be affected (e.g. images of celebrities).

			information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can explain the advantages and disadvantages of different ways of saving money.		
Music	Bradford Music Service - Ukulele					
Social action	Link with Re-think Food via the Beckfoot Trust					
Trips visits and visitors	Prince of wales park	Bolling Hall	Thackray Medical Museum	Walk along the River Aire	Roberts Park Post Sats	Malham Walk