



St. Mary's Catholic Primary School - Year 6 Curriculum Map.

The themes/topics shown may change according to the children's needs and interests.

PLEASE read the weekly email (also available on the school website) which will provide you with an updated guide to your child's learning week by week.

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Creation Sacraments	Prayers, Saints & Feasts Advent	Christmas Judaism Revelation	Lent Holy Week Easter	Pentecost and Mission	Sacraments
Class Story Books/ Author	Firework Maker's Daughter by Phillip Pullman Stat Man Goes Greek by Alan Durant Odysseus by Hugh Lupton	Clockwork by Philip Pullman The Call by Charlotte Mew	Girl of Ink and Stars Great Expectations extract by Charles Dickens The Hunger Games-extract by Susanne Collins	Floodland by Marcus Sedgwick The inchcape Rock by Robert Southey	Great City by Harold Monro Dracula by Bram Stoker	Descent into the Maelstrom by Edgar Alan Poe
Reading (may be taught in different order based on AFL)	Retrieves, records and presents information from non-fiction; applies skills in other subjects	Increase familiarity with wide range of texts including myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions Read independently, including books they would not choose to read	Check that book makes sense to the reader; discuss individual's understanding and exploring the meaning of words in context	Summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas Compare characters, consider different accounts of the same events and discuss viewpoints within a text and across more than one text	Participate in discussions about books that are read to the individual and those that can be read independently Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect)	Provide reasoned justifications for their views about a book

Composition Writing (May be taught on different order based on AFL)	Linked to Brazil <u>Genre</u> Non Chronological report <u>Focus</u> Cohesion (fronted adverbials, topic sentences etc.) <u>Genre</u> Narrative adventure <u>Focus</u> description of settings <u>Genre</u> Persuasive speech/letter <u>Focus</u> Structure and layout Across other subjects: Geography <u>Genre</u> Explanation (deforestation leaflet) <u>Focus</u> Passive voice, causal conjunctions Science <u>Genre</u> Recount (beach trip) <u>Focus</u> Time conjunctions, cohesion <u>Genre</u> Biography (Mary Anning) <u>Focus</u> Tense, third person, chronology	Linked to Clockwork: <u>Genre</u> Narrative from characters viewpoint <u>Focus</u> Dialogue, setting and character <u>Genre</u> Newspaper <u>Focus</u> Passive voice, shifts in formality <u>Genre</u> Persuasive advert <u>Focus</u> Modal verbs, passive, persuasive techniques Across other subjects: RE <u>Genre</u> Report (Saints) <u>Focus</u> Formality, Cohesion, Layout Science <u>Genre</u> Non-Chronological Report <u>Focus</u> Cohesion (fronted adverbials, topic sentences etc.)	Linked to Ancient Greece <u>Genre</u> Letter from battlefield <u>Focus</u> Layout, shifts in formality, description <u>Genre</u> Narrative myth/quest <u>Focus</u> Description, cohesion, integrating dialogue <u>Genre</u> Comparative discussion <u>Focus</u> Cohesion, discursive language Across other subjects: History <u>Genre</u> Diary <u>Focus</u> Formality, description Science <u>Genre</u> Report <u>Focus</u> Layout, passive, conjunctions	Linked to Floodland <u>Genre</u> Narrative (warning tale) <u>Focus</u> Description, action dialogue, flashback <u>Genre</u> Diary <u>Focus</u> Time conjunctions, shifts in formality Additional <u>Genre</u> Letter of complaint <u>Focus</u> Layout, formality, passive Across other subjects: Geography <u>Genre</u> Explanation <u>Focus</u> Passive voice, causal conjunctions Science <u>Genre</u> Instruction <u>Focus</u> imperative verbs, passive voice	Linked to Floodland <u>Genre</u> Letters of advice <u>Focus</u> Informal, persuasive devices <u>Genre</u> Newspaper <u>Focus</u> Passive, dialogue, formality <u>Genre</u> Advert <u>Focus</u> Modal verbs, passive, persuasive techniques Across other subjects: RE <u>Genre</u> Recount <u>Focus</u> Time conjunctions, cohesion History/Science <u>Genre</u> Interview <u>Focus</u> Open/ closed questions, layout, summary	Separate units: <u>Genre</u> Explanation <u>Focus</u> Passive, Causal conjunctions <u>Genre</u> Evil character narrative <u>Focus</u> Dialogue, action, description Transition units preparing for high school. Across other subjects: Art/DT <u>Genre</u> Evaluation/instruction <u>Focus</u> imperative verbs, passive voice PSHE <u>Genre</u> Autobiography <u>Focus</u> Tense, first person, chronology

Phonics, Spelling, Punctuation and Grammar	<u>Spelling</u> Words from statutory word lists Words ending ably, ible ibly Words ending able and ible Adding suffixes beginning with vowels to words ending in –fer SATS practice <u>Punctuation and Grammar</u> Sentence types (MC, __, __ AND __. MC,SC. MC CO-CO MC. MC SUB-CO SC. MC: __, __ AND __.) Types of words (nouns, adjectives, verbs, adverbs) Paragraphs, cohesive devices, verb forms, co-ordinating and subordinating conjunctions, Punctuation - Commas to separate clauses, Commas for lists, colon to introduce a list, capital letters, full stops, question marks, exclamation marks, apostrophes for contraction.	<u>Spelling</u> Words from statutory word lists Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious' <u>Punctuation and Grammar</u> Sentence types (SC, MC. MC – SC. MC, SC, MC. MC:MC. MC; MC.) Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases. (for AMA managing shifts in formality) Basic punctuation Formal and informal Direct and indirect speech Speech punctuation Punctuation – inverted commas, commas for clarity, punctuation for parenthesis (including dashes, brackets and commas) semi-colons, colons and hyphens.	<u>Spelling</u> Revise Words with 'ough' letter string words from statutory and personal spelling lists Words ending '-cial' and '-tial' <u>Punctuation and Grammar</u> Sentence types (MC:MC. MC; MC. __, __ AND __. MC,SC. MC CO-CO MC. MC SUB-CO SC.) Text Structure: paragraphs Layout devices: headings, sub-headings, columns, bullet points, tables Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases, managing shifts in formality, selecting verb forms for meaning and effect. Punctuation – to select and use appropriate punctuation for effect.	<u>Spelling</u> Revise Spelling learning from the previous half term words from statutory and personal spelling lists Revise homophones covered in KS2 Generating words from prefixes and roots <u>Punctuation and Grammar</u> Sentence types (MC, SC, MC. MC:MC. MC; MC. MC: __, __ AND __. SC, MC. MC – SC.) Higher-level punctuation: semicolon, colon and dash Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases	<u>Spelling</u> Strategies for learning words: rare GPCs from statutory word list Words ending in 'ant', '-ance and '-ancy' <u>Punctuation and Grammar</u> Sentence types (MC, __, __ AND __. MC,SC. MC CO-CO MC. MC SUB-CO SC. MC: __, __ AND __.) Consolidation and application of skills Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases managing shifts in formality, selecting verb forms for meaning and effect. Punctuation – to select and use appropriate punctuation for	<u>Spelling</u> Revise Spellings taught last half term : words from statutory and personal spelling lists Words ending '-ent', '-ence' and '-ency' Apply Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary): dictation <u>Punctuation and Grammar</u> Sentence types (SC, MC. MC – SC. MC, SC, MC. MC:MC. MC; MC.) Consolidation and application of skills Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs,

				<p>managing shifts in formality, selecting verb forms for meaning and effect.</p> <p>Punctuation – to select and use appropriate punctuation for effect.</p>	effect.	<p>prepositional phrases, expanded noun phrases managing shifts in formality, selecting verb forms for meaning and effect.</p> <p>Punctuation – to select and use appropriate punctuation for effect.</p>
Mathematics	Place Value, rounding numbers negative numbers, formal written long multiplication and division, addition and subtraction multi-step problems, estimation and checking accuracy.	<p>Calculations for 4 operations</p> <p>Word problems</p> <p>BODMAS</p> <p>Explaining reasoning.</p>	Fractions, division methods – answer up to two decimal places, rounding equivalence between simple fractions, decimals and percentages, ratio and proportion, calculation of percentages, solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Algebra, use simple formulae, measurement use, read, write and converts between standard units: length, mass, volume and time, use decimal notation up to three decimal places.	<p>Position and direction, draws and translates simple shapes on the coordinate plane and reflects them in the axes.</p> <p>Properties of shape, comparing and classifying geometric shapes, finding unknown angles in triangles, quadrilaterals and regular polygons.</p>	<p>Statistics, interpret and construct pie charts and line graphs to solve problems. Calculate and interprets the mean as an average.</p>
Science	Evolution	Adaptation	Human Body	Electricity	Forces	
Computing	E-safety	Coding	Basic CAD		Website design	

Geography	Brazil- South America : Physical/human features/deforestation/ comparison with UK					
History			Ancient Greece: The birth of Democracy, legacy of ancient Greece		World War 2	
Art		Clockwork art design		Floodland project design		
DT			Hunger Games District modelling			
PE	Games: football Gymnastics: Floor work	Games: Basketball Dance: Street/hip hop	Games: Rugby/hockey Dance: Odysseus	Games: Volleyball/tennis Gymnastics: apparatus work	Games: Cricket	Games: Athletics
PHSE/SMSC	Healthy lifestyle	Keeping safe	Making a positive contribution	Medicines and drugs	Feelings and relationships	Growing and changing
Music	Rhythm – Djembe drumming. Reading and writing rhythms.	Class orchestra – Ensemble performance.	Peter & the Wolf (Radio plays) – Learning about instruments of the orchestra and leitmotifs	Peter & the Wolf (Radio plays) – Learning about instruments of the orchestra and leitmotifs	Ground bass and variations – Keyboard skills based on 2 handed playing. Exploring variations based on a melody.	Ground bass and variations – Keyboard skills based on 2 handed playing. Exploring variations based on a melody.
French	Moi et mon école: oracy, literacy, Knowledge about Language, Language Learning Strategies (school subjects, opinions, sentence building, conjunctions, phonics, Christmas, adjectives)	Moi et mon école: oracy, literacy, Knowledge about Language, Language Learning Strategies (school subjects, opinions, sentence building, conjunctions, phonics, Christmas, adjectives)	Qu'est-ce que tu veux? oracy, literacy, KAL, LLS (Epiphany, asking for drinks and snacks, using euros, dates and names of festivals, Easter)	Qu'est-ce que tu veux? oracy, literacy, KAL, LLS (Epiphany, asking for drinks and snacks, using euros, dates and names of festivals, Easter)	Les Sports: oracy, literacy, KAL, LLS (parts of body, sports, verbs, noun groups, questions, July 14th)	Les Sports: oracy, literacy, KAL, LLS (parts of body, sports, verbs, noun groups, questions, July 14th)