



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

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	Linked to Brazil Genre Non Chronological report	Linked to Clockwork: Genre Narrative from characters viewpoint	Linked to Ancient Greece Genre Letter from battlefield	Linked to Floodland Genre Narrative (warning tale)	Linked to Floodland Genre Letters of advice	Separate units: Genre Explanation

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different order based on AFL)	<p>Focus Cohesion (fronted adverbials, topic sentences etc.)</p> <p>Genre Narrative adventure</p> <p>Focus description of settings</p> <p>Genre Persuasive speech/letter</p> <p>Focus Structure and layout</p> <p>Across other subjects: Geography</p> <p>Genre Explanation (deforestation leaflet)</p> <p>Focus Passive voice, causal conjunctions</p> <p>Science</p> <p>Genre Recount (beach trip)</p> <p>Focus Time conjunctions, cohesion</p> <p>Genre Biography (Mary Anning)</p> <p>Focus Tense, third person, chronology</p>	<p>Focus Dialogue, setting and character</p> <p>Genre Newspaper</p> <p>Focus Passive voice, shifts in formality</p> <p>Genre Persuasive advert</p> <p>Focus Modal verbs, passive, persuasive techniques</p> <p>Across other subjects: RE</p> <p>Genre Report (Saints)</p> <p>Focus Formality, Cohesion, Layout</p> <p>Science</p> <p>Genre Non-Chronological Report</p> <p>Focus Cohesion (fronted adverbials, topic sentences etc.)</p>	<p>Focus Layout, shifts in formality, description</p> <p>Genre Narrative myth/quest</p> <p>Focus Description, cohesion, integrating dialogue</p> <p>Genre Comparative discussion</p> <p>Focus Cohesion, discursive language</p> <p>Across other subjects: History</p> <p>Genre Diary</p> <p>Focus Formality, description</p> <p>Science</p> <p>Genre Report</p> <p>Focus Layout, passive, conjunctions</p>	<p>Focus Description, action dialogue, flashback</p> <p>Genre Diary</p> <p>Focus Time conjunctions, shifts in formality</p> <p>Additional</p> <p>Genre Letter of complaint</p> <p>Focus Layout, formality, passive</p> <p>Across other subjects: Geography</p> <p>Genre Explanation</p> <p>Focus Passive voice, causal conjunctions</p> <p>Science</p> <p>Genre Instruction</p> <p>Focus imperative verbs, passive voice</p>	<p>Focus Informal, persuasive devices</p> <p>Genre Newspaper</p> <p>Focus Passive, dialogue, formality</p> <p>Genre Advert</p> <p>Focus Modal verbs, passive, persuasive techniques</p> <p>Across other subjects: RE</p> <p>Genre Recount</p> <p>Focus Time conjunctions, cohesion</p> <p>History/Science</p> <p>Genre Interview</p> <p>Focus Open/ closed questions, layout, summary</p>	<p>Focus Passive, Causal conjunctions</p> <p>Genre Evil character narrative</p> <p>Focus Dialogue, action, description</p> <p>Transition units preparing for high school.</p> <p>Across other subjects: Art/DT</p> <p>Genre Evaluation/instruction</p> <p>Focus imperative verbs, passive voice</p> <p>PSHE</p> <p>Genre Autobiography</p> <p>Focus Tense, first person, chronology</p>
	<p>Phonics, Spelling, Punctuation</p> <p>Spelling Words from statutory word lists</p>	<p>Spelling Words from statutory word lists</p>	<p>Spelling Revise Words with 'ough' letter string</p>	<p>Spelling Revise Spelling learning</p>	<p>Spelling Strategies for learning words: rare GPCs from</p>	<p>Spelling Revise Spellings taught last</p>

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<p>and Grammar</p>	<p>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></p> <p>Sentence types (MC, __, __ AND __. MC,SC. MC CO-CO MC. MC SUB-CO SC. MC: __, __ AND __.)</p> <p>Types of words (nouns, adjectives, verbs, adverbs)</p> <p>Paragraphs, cohesive devices, verb forms, co-ordinating and subordinating conjunctions,</p> <p>Punctuation - Commas to separate clauses, Commas for lists, colon to introduce a list, capital letters, full stops, question marks, exclamation marks, apostrophes for</p>	<p>Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p> <p><u>Punctuation and Grammar</u></p> <p>Sentence types (SC, MC. MC – SC. MC, SC, MC. MC:MC. MC; MC.)</p> <p>Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases, (for AMA managing shifts in formality)</p> <p>Basic punctuation Formal and informal Direct and indirect speech Speech punctuation</p> <p>Punctuation – inverted commas, commas for clarity, punctuation for parenthesis (including dashes, brackets and commas) semi-colons, colons and hyphens.</p>	<p>words from statutory and personal spelling lists Words ending '-cial' and '-tial'</p> <p><u>Punctuation and Grammar</u></p> <p>Sentence types (MC:MC. MC; MC. __, __ AND __. MC,SC. MC CO-CO MC. MC SUB-CO SC.)</p> <p>Text Structure: paragraphs Layout devices: headings, sub-headings, columns, bullet points, tables</p> <p>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.</p> <p>Punctuation – to select and use appropriate punctuation for effect.</p>	<p>from the previous half term words from statutory and personal spelling lists Revise homophones covered in KS2 Generating words from prefixes and roots</p> <p><u>Punctuation and Grammar</u></p> <p>Sentence types (MC, SC, MC. MC:MC. MC; MC. MC: __, __ AND __. SC, MC. MC – SC.)</p> <p>Higher-level punctuation: semicolon, colon and dash</p> <p>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.</p>	<p>statutory word list Words ending in 'ant', '-ance and '-ancy' <u>Punctuation and Grammar</u></p> <p>Sentence types (MC, __, __ AND __. MC,SC. MC CO-CO MC. MC SUB-CO SC. MC: __, __ AND __.)</p> <p>Consolidation and application of skills</p> <p>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.</p> <p>Punctuation – to select and use appropriate punctuation for effect.</p>	<p>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</p> <p><u>Punctuation and Grammar</u></p> <p>Sentence types (SC, MC. MC – SC. MC, SC, MC. MC:MC. MC; MC.)</p> <p>Consolidation and application of skills</p> <p>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.</p>
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	contraction.			Punctuation – to select and use appropriate punctuation for effect.		Punctuation – to select and use appropriate punctuation for effect.
Mathematics	NUMBER Place Value Multiplication Division Word Problems Factors and Multiples and Prime Numbers SPACE, SHAPE AND MEASURE Measurement	NUMBER Fractions SPACE, SHAPE AND MEASURE Area and Perimeter Volume	NUMBER Decimals Word Problems Percentages	NUMBER Ratio Algebra SPACE, SHAPE AND MEASURE Geometry	SPACE, SHAPE AND MEASURE Position and Movement STATISTICS Graphs and Averages NUMBER	Revision
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	Games: Basketball	Games: Rugby/hockey	Games:	Games: Cricket	Games: Athletics

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	Gymnastics: Floor work	Dance: Street/hip hop	Dance: Odysseus	Volleyball/tennis Gymnastics: apparatus work		
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						Les vêtements: Oracy, Literacy, Knowledge About Language (KAL) Language Learning Strategies (LLS), (clothing nouns, verbs, adjectives, magazine feature, fashion presentation, costs and Euro prices.

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