

Year 6 Long Term Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Writing	Star of Hope, Star of Fear by Jo Hoestlandt Writing outcome Flashback story Information text	Can we save the tiger? by Martin Jenkins Writing outcome Hybrid text - information and explanation	Selfish Giant by Oscar Wilde Writing outcome Classic fiction Explanation	Island by Jason Chin and Jemmy Button by Alix Barzelay Writing outcome Journalistic Discussion	Manfish by Jennifer Berne Writing outcome Biography /hybrid text	Transition Unit Sky Chasers by Emma Carroll Writing outcome Narrative Fiction Autobiography
Reading	Once – Mortiz Gleisman Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read all LKS2 CEWs and some UKS2 CEWs. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. - Identify and discuss themes and conventions. - Ask questions to improve understanding - Draw inferences (characters' feelings, thoughts and motives); justify with evidence - Predict from details stated and implied - Summarise main ideas, identifying key details - Explain the reasons for a viewpoint, using evidence from the text. - Listen to others' ideas and	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read all LKS2 CEWs and some UKS2 CEWs. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. AS AUTUMN 1	Read most of UKS2 CEWs. - Make predictions using knowledge of the conventions of different genres and text types. - Know that the word and language choices support the writer's purpose. - Ask questions to improve and deepen my understanding - Build on others' ideas and opinions about a text in discussion. - Understand that a narrative can be told from different points of view – narrator, character. - Identify the techniques used to create feelings, atmosphere, mood or messages.	Read most of UKS2 CEWs. AS SPRING 1	Read all UKS2 CEWs. Confidently apply my growing knowledge of etymology and morphology to read and understand new words. (see Appendix 1 of the National Curriculum & HHP Spelling Progression Map) - Explain how the style and vocabulary are linked to the purpose of the text, using evidence. - Make predictions from evidence found and implied. - Find the different layers of meaning in a text and explain how they contribute to the reader's understanding of the overall meaning, characters, themes. - Identify themes in books which have different cultural, social or historical contexts. - Identify the writer's viewpoint, for example, how different characters are presented and explain the writer's viewpoint with evidence from the text. - Explain how the techniques used create feelings, atmosphere, mood or messages.	Read all UKS2 CEWs. Confidently apply my growing knowledge of etymology and morphology to read and understand new words. (see Appendix 1 of the National Curriculum & HHP Spelling Progression Map) AS SUMMER 1

	opinions about a text.					
 Science	Light How Light Travels	Living things and their habitat Classification and microorganisms.	Forest School I wonder Why?	Evolution & Inheritance	Animals incl. Humans Circulatory System, Health and Nutrition	Electricity Variation in Components and Circuit Diagrams
 Art and Design	Street Spirit Urban/Street Art			Hey good Lookin' Royal Portraiture	All the world's a stage Theatrical Set Design	
 Online Safety & Computing	Online reputation Computing systems and networks – Communication and collaboration	Online bullying Creating media – Web page creation	Privacy and security Artificial intelligence (ai) lesson Programming a = Variables in games	Health, well-being and lifestyle Data and information – Introduction to spreadsheets	Online relationships Creating media – 3d modelling	Managing online information Programming b – sensing movement
 Design Technology		Fashion & Textiles Link to history WW2	Biscuits			Create a fairground Link to science Electricity
 Geography	Raw materials: Water			Trading and Economics	Marvellous Maps	
 History		(WW2)-The Battle of Britain 	The Tudors- changes within the Church 			Maya Civilization AD 900 
 Spanish	School Places in the locality	Telling the time Christmas in Spain	Then and now Numbers 50 - 100	Tourism Spanish culture	Transactional language Describing people	Food and drink Money- shopping and menus
 Music	Recorders – see plan	Key Stage 2 Singing Singing songs and chants tunefully and with expression	Discovering Grime	Key Stage 2 Singing Singing songs and chants tunefully and with expression	The grand finale	Key Stage 2 Singing Singing songs and chants tunefully and

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						with expression
 Personal Social and Health Education	Protective Behaviours	Anti-bullying WK Science Relationships Sex Education	Mental Health W Emotions Well-Being and Self-care- School Unit Discrimination Extremism	Real Love Rocks Feelings, Brains and Bodies	Real Love Rocks Healthy Relationships Grooming	Real Love Rocks Being Safe Online Safety
 PE Sports Coach teacher	Invasion Games Tag Rugby Real Pe Unit 1 Personal FUNS 9 Ball Skills FUNS 12 Reaction / Response	Real Gym Gymnastics Unit 2B Social	Netball / Hockey Unit 3 Cognitive FUNS 8 FUNS 11	Sportshall Athletics Unit 4B Creative FUNS 2 Seated Balance FUNS 3 Static Balance / floor Work	Tennis Unit 5 Physical FUNS 6 FUNS 1 3 wks of Outdoor Adventure Activities (OAA)	Sports Day practise Rounders Unit 6 Health & Fitness Agility and Ball Chasing
 Religion and Worldviews	Are science and religion in conflict when it comes to creation? (Philosophy) <u>Key concept:</u> 2. Words and Wisdom	What do Hindus believe about the cycle of life and death? How does it impact their lives? (Social Sciences) <u>Key concept:</u> 5. Leading a good life	Why is Jerusalem a sacred place to people who follow Abrahamic religions? (Theology) <u>Key concept:</u> 1. Belonging and Believing	Why is it important for Muslims to fast in Ramadan? How does Ramadan impact Muslims' lives? (Social Sciences) <u>Key concept:</u> 4. Experience & Behaviour	Should we be able to use the natural world as we wish? (Theology) <u>Key concept:</u> 3. Respecting Places and the World	What does it mean to be a Christian? Exploring diverse beliefs and practices. (Philosophy) <u>Key concept:</u> 6. Continuity, Change and Diversity