



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

2019-2020 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	The Explorer by Katherine Rundell	Clockwork by Philip Pullman The Call by Charlotte Mew First News	The Adventures of Odysseus by Hugh Lupton Great Expectations extract by Charles Dickens	Floodland by Marcus Sedgwick The Incape Rock by Robert Southey	The Boy in the Striped Pyjamas by John Boyne Extracts from Goodnight Mr Tom by Michelle Magorian	The Girl of Ink and Stars
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 Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart comprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart comprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart comprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart comprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions

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<p>Composition Writing (May be taught on different order based on AFL)</p>	<p>Linked to Brazil Genre Non Chronological report English- Disney/Marvel Application : Topic Brazil Focus Cohesion (fronted adverbials, topic sentences etc.) Genre Narrative adventure English- slow writes and The Hunt story Application: slow writes in topic book Focus description of settings Genre Explanation leaflet Application: deforestation in topic book Focus Passive voice, causal conjunctions Genre Persuasive speech/letter English: speech and letter on deforestation Application: FairTrade letter in topic book Focus Structure and layout, AFOREST</p>	<p>Linked to Clockwork: Genre Newspaper English: nursery rhyme character Application: Prince Otto's death and Prince Florian's rescue Focus Passive voice, shifts in formality Genre Persuasive advert English: short writes advert in topic book Application: Glockenheim in English book Focus Modal verbs, passive, persuasive techniques Genre Short narrative pieces English : from point of view of characters Application : optional story for GD writers Focus Simile, metaphor, language from reading. Extra applications: RE Genre Report Science (adaptation) Focus Formality, Cohesion, Cohesion (fronted adverbials, topic sentences etc.)</p>	<p>Linked to Ancient Greece Genre Letter with formality shifts English: Letter from Penelope to Odysseus Application: Letter from battlefield of Marathon Focus Layout, shifts in formality, description Genre Comparative report on Athens and Sparta English: compare in short writes eg: fruits, houses Application: Athens and Sparta in topic book Focus Cohesion, comparative language Genre Narrative myth/quest English : slow writes Application : Quest adventure Focus Description, cohesion, integrating dialogue Extra applications Across other subjects: History Genre Diary of Odysseus Focus Formality, description Genre Explanation- Science investigation</p>	<p>Linked to Floodland Genre Narrative (warning tale) English:slow writes Application: narrative linked to Floodland Focus Description, action dialogue, flashback Genre Diary of character English: Zoe's diary Focus Time conjunctions, shifts in formality Genre Informal Formal Letter of complaint English: Cinema visit Application: Letter of complaint to agony aunt Focus Layout, formality, passive Across other subjects: Geography Genre Explanation Focus Passive voice, causal conjunctions Science Genre Instruction Focus imperative verbs, passive voice</p>	<p>Linked to WW2 Genre Diary entry: Application: Diary of an evacuee in topic book Focus Informal, factual Genre Explanation English : how a teacher pleaser works (short write) Application: How a Morrison shelter works in topic book and explanations on causes of WW2 Focus Passive voice, conjunctions Genre Non chronological report Application : The Blitz-in topic books Focus Cohesion (fronted adverbials, topic sentences etc.)cross other subjects: Genre Recount Focus Time conjunctions, cohesion History/Science Genre Interview Focus Open/ closed questions,</p>	<p>Separate units: Genre Biography : English : short write Application : Biography of Adolf Hitler or Winston Churchill Focus Passive, Causal conjunctions, time conjunctions, cohesion Genre Evil character narrative Focus Dialogue, action, description Transition units preparing for high school. Across other subjects: Art/DT Genre Evaluation/instruction Focus imperative verbs, passive voice PSHE To be confirmed as we develop topic further</p>
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					layout, summary	
Phonics, Spelling, Punctuation and Grammar	<p>Spelling</p> <p>Words from statutory word lists</p> <p>Homophones ('ce'/'se')</p> <p>Hyphenated words</p> <p>Words ending ably,</p> <p>Words ending able and ible</p> <p>Adding suffixes beginning with vowels to words ending in –fer</p> <p>SATS practice</p> <p>Punctuation and Grammar</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</p>	<p>Spelling</p> <p>Words from statutory word lists</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p> <p>Punctuation and Grammar</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</p> <p>Formal and informal</p> <p>Direct and indirect speech</p> <p>Speech punctuation</p> <p>Punctuation – inverted commas, commas for clarity, punctuation for parenthesis (including dashes, brackets and commas) semi-colons,</p>	<p>Spelling</p> <p>Revise Words with 'ough' letter string</p> <p>words from statutory and personal spelling lists</p> <p>Words ending '-cial' and '-tial'</p> <p>Punctuation and Grammar</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>Spelling</p> <p>Revise</p> <p>Spelling learning from the previous half term</p> <p>words from statutory and personal spelling lists</p> <p>Revise homophones covered in KS2</p> <p>Generating words from prefixes and roots</p> <p>Punctuation and Grammar</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</p>	<p>Spelling</p> <p>Strategies for learning words: rare GPCs from statutory word list</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Punctuation and Grammar</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>Spelling</p> <p>Revise Spellings taught last half term</p> <p>: words from statutory and personal spelling lists</p> <p>Words ending '-ent', '-ence' and '-ency'</p> <p>Apply Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary): dictation</p> <p>Punctuation and Grammar</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</p>

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	lists, colon to introduce a list, capital letters, full stops, question marks, exclamation marks, apostrophes for contraction.	colons and hyphens.	Punctuation – to select and use appropriate punctuation for effect.	formality, selecting verb forms for meaning and effect. Punctuation – to select and use appropriate punctuation for effect.		formality, selecting verb forms for meaning and effect. Punctuation – to select and use appropriate punctuation for effect.
Mathematics	NUMBER Place Value Multiplication BODMAS Word Problems- bar models SPACE, SHAPE AND MEASURE 2D/3D shapes and Nets	NUMBER Division Fractions Factors and Multiples and Prime Numbers 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		Life Processes/Evolution and Adaptation	Human Body Forces	Electricity		
Computing	E-safety	Coding	Basic CAD		Website design	
Geography	Brazil- South America : Physical/human features/deforestation / comparison with UK Fairtrade	Germany				
History			Ancient Greece: The birth of Democracy, legacy of ancient Greece		World War 2	
Art	Romero Britto –pop art	Clockwork art design Sketching/shading and		Floodland project design		

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	Observational drawing of leaves	use of charcoal				
DT	Rainforest project. Design and make bookmarks Tie-dye	Cam toys	Hunger Games District modelling			
PE	Games: football Dance: Samba	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 – Steel pans. 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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