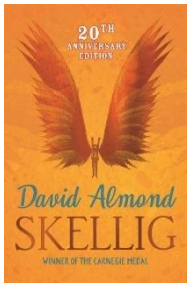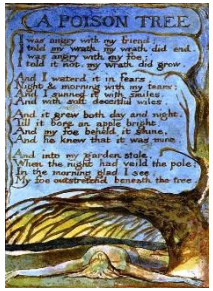
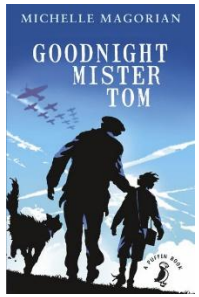
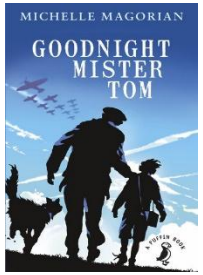
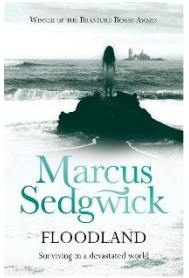
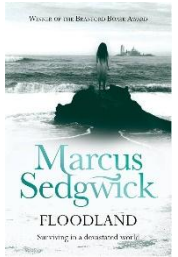
Year 6 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	Skellig – David Almond 	Poetry by William Blake 	Goodnight Mr Tom – Michelle Magorian 	Goodnight Mr Tom – Michelle Magorian 	Floodland - Marcus Sedgwick 	Floodland – Marcus Sedgwick 
English – writing opportunities	Letter writing Persuasive Writing Balanced Argument Character description Narrative – Continue story	Character description Poetry analysis/composition Poetry recital Residential persuasive writing Story writing Balanced Argument	Diary Entries Letter writing (Formal and informal) Recounts told from different perspectives.	Recounts Diary writing Newspaper reports Propaganda Writing	Descriptive writing Writing in role Poetry writing Non chronological report Speaking and listening drama	Character description Playscript - drama Poetry recital inference Write a poem
English - SPAG	Identify rhetorical questions in texts Identify relative clauses in which the relative pronoun refers back to the noun e.g. *I'm eating pasta, which is my favourite food.* Identify modal verbs in sentence e.g. *should, may*	Identify synonyms and antonyms Identify the possessive pronoun e.g. *her, our, my*; Compose expanded noun phrases and apply to writing identify parenthesis in texts; discuss the extra information provided Sort sentence cards in the present perfect / past perfect tenses e.g.	Find all the determiners in a given sentence identify preposition phrases in sentences, including prepositions of place and time Convert short extract from present to past tense, and vice versa Revise modal verbs and verbs in progressive tense, both present and	Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity Use a single dash Independently find the antonyms to a set of given words Identify commands, questions and exclamations from more abstract possibilities (which may be indirect) Write a variety of sentence types when writing dialogue Write formal and informal sentence	Compare sentences in simple past with perfect past verb form Use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon Apply Standard English to practise formal language, including the subjunctive form e.g. *Were they to get lost…*	Employ and control a variety of verb forms in spoken and written contexts Identify 1st or 3rd person when reading Use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon Apply Standard English to practise formal language, including the

	Revise spellings of a wide set of regular and irregular past tense verbs e.g. *bought, brought* Use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively	*He's left the room / She had loved having a pet.* Model and practise punctuating parenthesis, using pairs of commas, dashes or brackets Confidently identify the subject and object/s of a sentence	past e.g. *she was considering;* edit and improve given examples Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash Identify, discuss and correct sentences which contain a double negative e.g. *You can't have no sweets.*	Identify, discuss and correct sentences which contain a double negative e.g. *You can't have no sweets.*		subjunctive form e.g. *Were they to get lost…*
Maths – White Rose	**Place Value** **Knowledge** To know the value of digits up to 1 000 000 To understand that Place Value columns follow consistent patterns. To understand the relationship between columns and the construction of numbers. To understand that a number line extends beyond zero **Skill** I can revise partitioning, exploring both standard and nonstandard ways of composing numbers. I can read and write large numbers in words I can multiply and divide by 10 100 and 1000 and one tenth, one hundredth and one thousandth. I can round any integer. I can add and subtract negative and positive numbers.	**Four Operations** **Knowledge** To add and subtract integers of any number of digits To divide and multiply using a variety of methods. To use the formal column method To practice mental strategies To reinforce understanding of factors To find common multiples of two or more numbers To identify the lowest common multiple of two or more numbers. Prime numbers to 100 **Skill** I can use my understanding of place value. I can solve multi step problems choosing the correct operation and method. I can identify prime numbers less than 100.	**Fractions A and B** **Converting Units** **Knowledge** Build on prior knowledge of equivalent fractions and fractions in their simplest form. Use knowledge of common factors to simplify fractions To know that multiplying fractions by integers is the same as repeated addition. To find fractions of amount using bar models. To convert units of measurement, metric and imperial. **Skill** I can use number lines to count forwards and backwards in fractions and to find equivalent fractions. I can compare and order fractions with same	**Ratio and Proportion** **Algebra and Decimals** **Knowledge** To use multiplicative and additive skills to explore ratio. To understand the language of ratio. To simplify ratio. To learn the meaning of algebraic terms. To know that letters represent numbers. To represent numbers up to 3 decimal places. To recognise and partition decimal numbers. To round numbers up to 3 decimal places. **Skill** I can use my knowledge of fractions to help with ratio. I can use a scaled diagram to help understand ratio. I can draw scaled diagrams. I can recognise scaled diagrams. I can solve word problems involving ratio. I can identify corresponding angles and size and use my protractor skills.	**Fractions, Decimals and Percentages** **Area Perimeter and Volume** **Statistics** **Knowledge** To explore more complex equivalence. To convert between fractions, decimals and percentages. To perform multiple exchanges to find other equivalents. To find the area and perimeter and volume of shape. To draw and read and interpret line graphs, pie charts and dual bar charts. To be familiar with the language of 'mean'. **Skill** I can compare and order fractions, decimals and percentages. I can find percentages of amounts in multi steps. I can find the whole number from a given percentage. I can find efficient ways to find area, perimeter and volume of shapes including triangles. I can use formula to calculate are of any shape.	**Geometry** **Position and Direction** **Knowledge** To classify types of angles and use a protractor to measure an angle. To classify different types of triangles. To estimate the size of an angle before measuring. To calculate missing angles from given information. To know that vertically opposite angles are equal. To know that the interior angles of a triangle are 180. To explore angles of different quadrilaterals and polygons and be familiar with associated vocabulary. To understand the words radius, diameter and circumference. To know how to create a 3D shape from knowledge of 2D shapes. To identify nets of 3D shape. To recap what a coordinate grid is. To find the coordinate for a given point. To plot and then draw shape on a coordinate grid. **Skill**

		I can recall prime numbers to 19 I can use squared and cubed numbers. I can multiply up to 4 x 2 digits. I can solve word problems and/or multi step problems. I can divide by various methods and recognise remainders. I can use mental strategies and estimate when appropriate.	and different denominators and/or numerators. I can use bar models to compare fractions. I can add and subtract any two fractions. I can add and subtract mixed numbers. I can solve multi step fractions answering in simplest form and converting between improper and mixed numbers. I can multiply and divide fractions by fractions or by whole numbers. I can use concrete and pictorial representation. I can recognise, read and write all metric, measures for length, mass and capacity. I can convert between units.	I can use a double number line to help solve proportion problems. I can write and solve algebraic equations. I can write algebraic formula and expressions and know the difference. I can find missing values in algebraic equations. I can use an inverse operation to solve an algebraic equation. I can describe the difference between integer and decimal parts of a number. I can round numbers up to 3 decimal places. I can add and subtract different numbers of decimal places, exchanging between columns if needed. I can use bar and part whole models to understand decimals. I can multiply and divide between 10 100 and 1000 with decimal numbers up to 3 places. I can use the formal methods of multiplication and division when working with decimals.	I can find the volume of a cuboid. I can problem solve and interpret information with line graphs, pie charts and dual bar charts. I can draw pie charts, line graph and dual bar charts and use a protractor when necessary. I can calculate and understand the formula to calculate the 'mean'. I can reason and problem solve with 'the mean'.	I can show what vertically opposite angles are, calculate angles and missing angles. I can use inverse operations to calculate angles, calculate angles on a straight line and around a point. I know that angles in a quadrilateral add to 360 and can use this to calculate missing angles. I can recognise the relationship between radius and diameter. I can draw shapes when given specific dimensions. I can identify a 3D shape from a net and describe using appropriate properties. I can understand four quadrant coordinate grids and problem solve with them and plot and draw points. I can translate and reflect shape and points on a coordinate grid and describe reflection and translation points.
Science – White Rose knowledge and skills	**Animals Including Humans** **Knowledge** I know how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. **Skills**	**Electricity** **Knowledge** I know how to build on my existing knowledge of basic concepts of electricity and circuits. I know how to draw series circuits and can link the pictorial representation to the physical. **Skills** I can recognize and use appropriate terminology and topic specific vocabulary.	**Light** **Knowledge** I know how humans can see objects. I know that light travels from a light source to an object, then to the eye. I know that light travels in straight lines **Skills** I can use light language and illustrations.	**Circulatory System** **Knowledge** I know the circulatory system is made up of the heart, blood vessels and blood. I know the roles of blood vessels, the heart and arteries. **Skills** I can carry out a research project. I can explain what the composition of blood is. I can identify and label the four chambers of the heart.	**Diet, Drugs and Alcohol** **Knowledge** I know the impact of diet, drugs and lifestyle on overall body health. I know this links to my previous learning ion the circulatory system. **Skills** I can research different drugs and their effects. I can identify the effects of drugs including cigarettes and vaping. I can classify different types of fats.	**Variation, Adaptations and Fossils** **Knowledge** I know about evolution and inheritance I know that adaptations enhance the ability to survive in a habitat. I know fossils tell us about how living things have changed over time. **Skills** I can compare fossils with animals from today, to see similarities and identify relationships between them.

	I can plan different types of scientific enquiries to answer questions I can record results of increasing complexity using scientific diagrams & labels, & classification keys I can report and present findings from enquiries	I can draw circuits accurately I can record data and results of increasing complexity in a variety of ways.	I can discuss, communicate and justify my thinking. I can draw simple diagrams to explain how light travels. I can explain how shadows are formed. I can plan and execute a scientific enquiry investigating shadows.	I can describe the functions of the heart, the four chambers, blood vessels and blood. I can explain the impact of diet on the heart.	I can explain why the body needs certain vitamins and minerals	I can identify observable characteristics and use these observations to highlight that we are all different. I can use appropriate terminology and topic specific vocabulary
RE – Knowledge and Skills	**CREATION/FALL Creation and science: conflicting or complementary?** **knowledge** I know there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. I know they relate to the purpose and interpretation of the texts. **Skills** I can explain the difference between the Big Bang Theory and the Creation Story. I can discuss how Christians respond to scientific theory. I can understand how Christians use science and religion to decide how far the Creation Story is narrative when compared to science.	**Gospel – What would Jesus do?** **knowledge** I know that Jesus offers a way to heal the damage done by human sin. I know that Christians see that Jesus' teachings and example cut across expectations. **Skills** I can link Christian values with their decision making. I can explain what the Gospel teach Christians including The Sermon on the Mount. I can consider what Jesus would do about prayer today and understand why people pray.	**Humanism – What is Humanism?** **Knowledge** I know what humanism is and I understand the values that humanists hold and what humanists believe in I know that humanists believe science is the best method to understand the world I know the difference between atheists and agnostics. **Skills** I can explain humanism and humanist's belief system I can understand why humanists do not believe in Gods. I can give examples of humanist values. I can describe where humanists find their spirituality.	**Judaism – What does it mean to be Jewish in Britain today?** **Knowledge** I know what personal beliefs are and why they are held. I know what Jewish people believe and what makes the Torah special. I understand the importance of Passover and how it is celebrated. I know how and why Shabbat is celebrated. **Skills** I can accept and explain why there are different influences on what people believe. I can identify special relationships in my own life. I can explain the significance if the Exodus story to Jewish people today. I can identify a leader. I can reflect on my feelings and the feelings of Jewish people.	**Universal – What can be done to reduce racism? Can religion help?** **Knowledge** I know examples of what is unjust about relationship by referring to teachings on religion and world views. I know how different religious leaders have responded to racism in and within their own communities. I know what racism is and why it is unfair. **Skills** I can describe examples of connections between anti racism and religion. I can discuss ideas about reducing racism and prejudice. I can choose examples of sacred texts that explain about justice and explain the meaning of these texts.	**Kingdom of God – What kind of a king is Jesus?** **knowledge** I know that Jesus told many parables about the Kingdom of God and what they suggest. I know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. **Skills** I can recognise which qualities make a good King. I can relate Christian teachings and belief to the world today. I can consider what Jesus and his Kingdom is like today. I can understand the language used in a parable.

Geography Kapow Knowledge and Skills				**Why does population change?** **Knowledge** I know about the change and distribution of the global population. I know the meaning of birth and death rates and how this impacts and influences society. I know the causes of climate change, explaining its impact on the global population. **Skills** I can suggest reasons why the global population has grown significantly in the last 70 years. I can explain why a locality has changed over time, giving examples of both physical and human features. I can explain how and why humans have responded in different ways to their local environments in contrasting regions.	**Where does our energy come from?** **Knowledge** I know how to define renewable and non-renewable energy. I know the benefits and drawbacks of different energy sources. I know the importance of a location of an energy source. **Skills** I can locate different UK cities on a map and use 6 figure grid references. I can discuss some of the impacts and causes of climate change I can give examples of alternative viewpoints and solutions used in regard to an environmental issue and explaining how this links to climate change.	**Can I carry out an independent fieldwork enquiry?** **Knowledge** I know how to plan and carry out a fieldwork enquiry. I know how to justify my data collection methods and recording methods. I know how to conduct a local public survey and evaluate. **Skills** I can present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. I can draw conclusions about an enquiry using findings from fieldwork to support my reasonings. I can select appropriate methods for data collection
History Kapow- Knowledge and Skills	**What does the census tell us about the general population?** **Knowledge** I know what the census tells us about our local area. I understand what a census is and how it is used. I know the history of the census and how it has evolved. **Skills** I can use a range of sources to find out about a particular aspect of the past. I can make connections, drawing contrasts and	**Who should go on the banknote?** **Knowledge** I know how to investigate why historical figures are on banknotes. I will consider and name a 'historical figure' and why they have been or should be on a banknote. **Skills** I can Identify methods to use to carry out the research. I can use evidence to support and illustrate claims. I can devise historically valid questions.	**What was the impact of World War 2 on the people of Britain?** **Knowledge** I know what the impact of WW2 has been on the people of Britain. I know how Britain was left financially and socially post WW2 and infer what the impacts were. **Skills** I can sequence events on a timeline, comparing where it fits in with times studied in previous year groups. I can recognise primary and secondary sources.			

	analysing within a period and across time. I can plan a historical enquiry.					
Art and DT Kapow Knowledge and Skills	**Drawing: Expressing Ideas** **Knowledge**: I know how to further develop shading techniques I know about one point perspective I know how to scale drawings up or down. **Skills** I can combine materials and techniques appropriately to fit with ideas. I can work in a sustained way over several sessions to complete a piece. I can express my style in a response to a stimuli.		**DT – structure: Air-raid shelters** **Knowledge** I know which shapes are stronger and weaker than others I know how to identify some areas of improvement **Skills** I can follow my teachers instructions to build an air-raid structure I can explain why I have selected certain materials I can adapt and improve my structure	**Painting and mixed media: Artist study** **Knowledge** I know how to understand narrative and descriptive language in art. **Skills** I can suggest ideas for the meaning behind a picture I can be creative and imaginative in finding my own meaning behind a picture I can generate an idea for a final piece, demonstrating some ideas from a chosen artist	**Sculpture and 3D: Making memories** **Knowledge** I know how to create expressive sculptures and reflect on artistic decisions **Skills** I can represent a memory through art I can plan, create and evaluate 3D sculptures I can work mostly independently, experimenting and trying new things	**DT – cooking and nutrition** **Knowledge** I know the relevant ingredients and materials needed I know how to follow a recipe and the importance of using the correct quantities of each ingredient **Skills** I can write a recipe I can work safely and hygienically independently I can explain the steps/method of a recipe
Music Sing up Knowledge and Skills	**Hey Mr Miller** **Knowledge** I know some historical music from WW2 I know what a syncopated melody is **Skills** I can sing a syncopated melody I can compose a syncopated melody I can sing/play a class arrangement	**Shadows** **Knowledge** I know about some artists and their musical genres **Skills** I can identify features of timbre, instrumentation and expression in a piece of music I can discuss similarities and difference using the correct vocabulary **Composing for protest** **Knowledge**	**Dona nobis pacern** **Knowledge** I know how to sing in a round I know some musical terminology such as crochet, minim, quaver, polyphonic and monophonic **Skills** I can sing in a round I can sing a two part harmony I can compose an 8 bar piece on percussion	**You to me are everything** **Knowledge** I know some 1970's songs **Skills** I can discuss similarities and differences between songs using musical vocabulary I can recognise some key musical features of a piece of music **Twinkle!** **Knowledge** I know how to create my own version of a well known song **Skills** I can improvise on top of a repeating baseline	**Race!** **Knowledge** I know ways to create a melody that can accompany a short film **Skills** I can create a melody with 4 phases. I can structure ideas into a sound track **Exploring identity through song** **Knowledge** I know some different ways that song writers convey meaning through lyrics, music and performance	**Calypso soley leve (Percussion Unit)** **Knowledge** I know how to hold beaters and instruments correctly to achieve a good tone **Skills** I can play a calypso clave rhythm I can perform Calypso soley leve with my class

		I know about the music of Ethel Smyth **Skills** I can write my own lyrics to a pulse creating a chant		I can decipher a graphic score	I understand that identity can be expressed through a song **Skills** I can identify some ways that songwriters convey meaning through lyrics, music and performance	
PHSE Jigsaw knowledge and Skills	**Being Me in My World** **Knowledge** I know how my choices can have an impact on people in my immediate community and globally **Skills** I can empathise with others in my community and globally and explain how this can influence the choices I make.	**Celebrating Differences** **knowledge** I know ways in which difference can be a source of conflict or a cause for celebration. **Skills** I can show empathy with people in situations where their difference is a source of conflict or cause for celebration.	**Dreams and Goals** **Knowledge** I know about different ways to work with others to help make the world a better place. **Skills** I can say what motivates me to make the world a better place.	**Healthy Me** **Knowledge** I know that substances such as alcohol are being used anti- socially or are being misused and the impact on others. **Skills** I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	**Relationships** **knowledge** I know when people may be experiencing feelings associated with loss and when people are trying to gain power or control. **Skills** I can explain the feelings I might experience if I lose someone special and when I need to stand up for myself and my friends in real or online situations.	**Changing Me** **Knowledge** I know how a baby develops from conception through the nine months of pregnancy until it is born. **Skills** I can recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
Computing Knowledge and skills	**Computing systems and networks - Communication and collaboration** **Knowledge** I know how to communicate online responsibly and how to report concerns about inappropriate content online. **Skills** I can explain the importance of internet addresses. I can explain how data is transferred over the internet. I can identify different ways of working together online and explain how to report inappropriate content online.	**Creating media – Web page creation** **Knowledge** I know what makes a good web page and use this information to design and evaluate their own website using Google Sites. **Skills** I can explore a website and recognise the common features of a web page. I can add content to my own web page. I can evaluate what my web page looks like on different devices and suggest/make edits.	**Programming A – Variables in games** **Knowledge** I know what variables are and relate them to real-world examples of values that can be set and changed. **Skills** I can define a 'variable' as something that is changeable and explain why it is used in a program. I can improve a game by using variables. I can create a design to create online artwork and algorithm. I can evaluate my project.	**Data and information - Introduction to Spreadsheets** **Knowledge** I know what a spreadsheet is, how it can be organized and used to plan an event and answer questions. **Skills** I can collect data and organise it into a spreadsheet. I can calculate data using different operations on a spreadsheet. I can create a spreadsheet to plan an event by choosing a suitable way to organize my data.	**Creating media – 3D Modelling** **Knowledge** I understand how to use a computer to produce 3D models. **Skills** I recognise that objects can be combined in a 3D model. I can modify a 3D object by resizing it, lifting it and recolouring it. I can design, create and analyse my own 3D model.	**Programming B - Sensing movement** **Knowledge** I know how to apply my knowledge of the programming constructs and use my design to create my own microbit-based step. **Skills** I can apply my knowledge of programming to a new environment I can explain that selection can control the flow of a program. I can design and develop a program to use inputs and outputs on a controllable device

MFL Kapow knowledge and skills	**French sport/olympics** **Knowledge** I am beginning to know how the French verb 'aller'- to go, I know some sports vocabulary I know about Pétanque, the Tour de France and the Olympics **Skills** I can recite a verb in French I can name countries in French	**French football champions** **Knowledge** I know how to respond to questions about football players in French **Skills.** I can read simple French words and respond to classroom commands.	**In my French house** **Knowledge** I am beginning to know how to describe a house, the different rooms and who lives there. I know some ways to explain where items are arranged in my bedroom. **Skills** I can name the rooms of a house. I can use some prepositions in French	**Planning a French holiday** **Knowledge** I am beginning to know how to use a combination of present and near-future tenses, I know some holiday-related vocabulary around packing a suitcase and planning a journey. I know how to explore which countries I might visit and why and research and plan a holiday to France. **Skills** I can recognise the present tense in French I can plan a holiday in France.	**Visiting a French town** **Knowledge** I know some directional, transport and town vocabulary I know some prepositional phrases and how to use these to describe my journey to school, plan a trip to France and become tourist guides. **Skills** I can use a few propositional phrases in French I can create a tourist leaflet I can name some places in France**.**	**Revision unit** **Knowledge** Consolidation/ revising previous content. **Skills** I can practice and remember vocabulary and certain phrases in French I can read a few words and write a few words in French I can understand a few words in French.
PE Getset4PE Knowledge and Skills	**Invasion games** **Knowledge** To use a variety of dribbling, throwing and kicking techniques to maintain possession under pressure. **Skills** I can catch and intercept a ball. I can use space effectively and work as part of a team. I can consider my opponent and change tactic.	**Dance** **Knowledge** To create, improvise and perform dances confidently and fluently with accuracy and good timing. **Skills** I can perform a dance on my own. I can perform a dance with a partner. I can sequence and choreograph a dance pattern. I can improvise.	**Gymnastics** **Knowledge** To combine and perform more complex balances with control, technique and fluency and transition from one action to another in sequence. **Skills** I can balance and control my body. I can transition smoothly from one position to another. I can plan and perform.	**Net and wall** **Knowledge** To catch, intercept and receive a ball using one and two hands with increasing success and apply these to a game situation. **Skills** I can dribble with control. I can use space effectively. I can work as part of a team. I can receive and deliver a ball effectively.	**Striking and fielding** **Knowledge** To use a variety of throwing techniques including fake passes to outwit an opponent and to work collaboratively to create tactics within their team and evaluate the effectiveness of these. **Skills** I can throw accurately and effectively. I can use space effectively. I can work as part of a team. I can receive and deliver a ball effectively.	**Athletics** **Knowledge** To demonstrate controlled running, throwing, jumping and hopping techniques demonstrating accuracy when travelling, landing, stopping and changing direction in field events. **Skills** I can consider my running technique. I can use a javelin safely. I can coordinate my body appropriately. I can link running, jumping and hopping actions.
Cultural capital	Residential Visit – team building and resilience	Christmas Experience (Crossteach) Ice skating Assembly Halls Pantomime	The Amelia Centre Mrs Breech Dr Commeline – Personal and Mental Health	Easter Experience (Crossteach) Science Visitors – dissection of the human organs.	Trip to Calverley Park	Rochester School Celebration Day Year 6 performance Kent Police Open Day