

# Year 6 Curriculum Map – Terms 3 & 4

READING	WRITING	
<p>The UKS2 <b>Word Reading</b> and <b>Comprehension National Curriculum</b> statements are taught across all terms in Year 6, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction) and through progressive VIPERS skills.</p> <p><b>Vocabulary:</b> To explore how the way in which a text is organised, language feature and choice of specific vocabulary supports the writer’s themes and purpose, providing examples.</p> <p><b>Infer:</b> To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p><b>Predict</b> To predict how a character will react to situations, based on my understanding of their personality and previous actions. To take hidden messages from the text to make a sound prediction and use evidence from the text to support my view. To provide reasoned justifications of own views.</p> <p><b>Explain:</b> To identify how language, structure and presentation contribute to meaning. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b>Retrieve:</b> To explore how the way in which a text is organised, language feature and choice of specific vocabulary supports the writer’s theme and purpose, providing examples.</p> <p><b>Summarise:</b> To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p><b>GENRES:</b>  <b>To entertain:</b> Narrative (story)  <b>To inform:</b> Newspaper report  <b>To persuade:</b> Formal letter of complaint, Persuasive advert  <b>To discuss:</b> Interview</p> <p>The UKS2 <b>Composition</b> and <b>Handwriting National Curriculum</b> statements are taught across all terms in Year 6.</p>	
VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLING	
<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using wider range of cohesive devices (repetition, adverbials, ellipses)</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Hyphens to avoid ambiguity</li> <li>• Identify progressive forms of verbs (past progressive, present progressive, future progressive)</li> <li>• Recognising and using the subjunctive form</li> <li>• Recognising and using the active and passive voice</li> </ul> <p>Terminology pupils must know: Hyphen, Subjunctive form, Past progressive form, Future progressive form, Colon, Semi-colon, Ellipsis</p>	<p><b>TERM 3:</b></p> <ul style="list-style-type: none"> <li>• Words with the suffix ‘-ably’</li> <li>• Words with the suffix ‘-ible’</li> <li>• Words with the suffix ‘-ibly’</li> <li>• Words with suffixes ‘-ent’ and ‘-ence’</li> <li>• Year 5/6 Common Exception Words</li> </ul>	<p><b>TERM 4:</b></p> <ul style="list-style-type: none"> <li>• Words ending in ‘-er’, ‘-or’ and ‘-ar’</li> <li>• Words beginning with ‘acc-’</li> <li>• Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’</li> </ul>

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MATHS	RE
<p><b>RATIO AND PROPORTION</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Use simple formulae</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns</li> <li>• Enumerate possibilities of combinations of two variables</li> </ul> <p><b>NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</b></p> <ul style="list-style-type: none"> <li>• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• Solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• Use written division methods in cases where the answer has up to two decimal places</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example <math>\frac{3}{8}</math>]</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>• Compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Calculate the area of parallelograms and triangles</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> </ul>	<p><b>TERM 3:</b></p> <p><b>What does it mean to be a humanist in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Explain what makes someone a humanist</li> <li>• Know that most humanists believe human beings evolved over time</li> <li>• Understand that humanists believe science is the best method to understand the universe</li> <li>• Know that humanists adapt or change their beliefs when faced with new evidence</li> <li>• Know that humanists believe there is no persuasive evidence for the existence of god or gods</li> <li>• Understand that atheism is no belief in gods or gods</li> <li>• Know that being agnostic means that you are unsure and cannot know whether there a god or gods exist</li> <li>• Explain that humanists believe that you can be good and live a happy life without the need for a god or gods</li> <li>• Understand that humanists can experience spiritual moments</li> <li>• Know that not all humanists would describe an experience as spiritual</li> <li>• Understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural</li> <li>• Know that for humanists, nature and the world around them can be a source of excitement and beauty</li> <li>• Know that humanists believe science helps reveal and enhance nature’s hidden beauty</li> </ul> <p><b>TERM 4:</b></p> <p><b>What does it mean to be Jewish in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Make connections between Jewish practice, teachings from the Torah and their beliefs about God</li> <li>• Give examples of Jewish festivals and describe how they impact Jewish people today</li> <li>• Explain the meaning and significance of Jewish rituals and practices</li> <li>• Comment thoughtfully on how the role of women varies within Judaism</li> <li>• Answer the key question from different perspectives, including my own</li> </ul>

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SCIENCE	HISTORY	GEOGRAPHY
<p><b>TERM 3: ANIMALS, INCLUDING HUMANS</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the ways their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals including humans</li> </ul> <p><b>Significant people</b> – William Harvey and Donald Palmer</p> <p><b>TERM 4: LIGHT</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and the to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Significant people</b> – Ibn al-Haytham and Jo Shien Ng</p>	<p>n/a</p>	<p><b>TERM 3 AND 4: NORTH AMERICA</b></p> <ul style="list-style-type: none"> <li>What are the human and physical features of North America?</li> <li>What are the climate zones and biomes of North America?</li> <li>What are the natural resources in North America and where are they located?</li> <li>How was the Grand Canyon formed and what impact does tourism have on it?</li> <li>How has the population changed across the USA and why?</li> <li>What is the impact of living in an earthquake zone?</li> <li>What are time zones?</li> </ul> <p><b>FIELDWORK OPPORTUNITIES:</b> Six figure grid references and maps with different scales.</p> <p><b>GOLDEN THREADS:</b> Weather and climate, Scale and place, Environment, responsibility and sustainability, Human and physical impact</p>
PE		
<p><b>TERM 3:</b></p> <p><b>FOOTBALL</b></p> <ul style="list-style-type: none"> <li>Learn different techniques to dribble with the ball effectively</li> <li>Learn a variety of different turns to change direction and use these in a game situation</li> <li>Learn how to pass with control over a variety of different distances</li> <li>Learn how to strike a ball with accuracy</li> <li>Use tactics to attack and defend in different situations</li> <li>Use all skills learnt and put them into a game situation</li> </ul> <p><b>NETBALL</b></p> <ul style="list-style-type: none"> <li>Learn how to turn in the air when landing using the correct footwork technique</li> <li>Develop and refine short distance passing skills in a game situation</li> <li>Develop long distance passing on the move and to be able to perform the correct passes in a game situation</li> <li>Learn how to apply knowledge of the dodging technique and moving forward into a space to develop the centre pass</li> <li>Learn how to select the correct type of defending technique in various game situations</li> <li>Develop knowledge of rules in regards to the shooting technique</li> </ul> <p><i>Pupils in KS2 will undertake swimming lessons to enable them to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6. They will use a range of strokes effectively and perform safe self-rescue in different water-based situations. Swimming lessons will take place over two or three half-terms, and replace one of the sports allocated that term.</i></p>	<p><b>TERM 4:</b></p> <p><b>CRICKET</b></p> <ul style="list-style-type: none"> <li>Learn basic fielding skills whilst moving</li> <li>Catch and receive the ball on the move and throw it at the correct wicket</li> <li>Develop batting skills to be able to use the correct shot to hit the ball away from fielders</li> <li>Develop batting and fielding skills in kwik cricket, with over arm bowling</li> <li>Further development of playing a kwik cricket game with the use of overarm bowling</li> <li>Understand tactics of a game of kwik cricket</li> </ul> <p><b>BASKETBALL</b></p> <ul style="list-style-type: none"> <li>Understand the rules of basketball and explore different ways of moving with the ball effectively</li> <li>Learn different techniques to dribble the ball with control</li> <li>Learn a variety of different passes and use tactics to use them in a game situation</li> <li>Shoot with control and accuracy</li> <li>Use all skills learnt and put them into a game situation</li> <li>Plan and run a mini tournament</li> </ul>	

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COMPUTING	MUSIC	PSHE & RSE
<p><b>TERM 3: DATA HANDLING 1</b> In this unit, pupils will gain knowledge about the use of big data including barcodes, QR codes, infrared, and RFID technologies. Children will create and scan their own QR codes, manipulate real-time data in spreadsheets, and present their findings. They will also analyse transport data to understand its usefulness to commuters.</p> <p><b>TERM 4: COMPUTING SYSTEMS AND NETWORKS, EXPLORING AI</b> In this unit, pupils will explore what AI is and how it generates text, images and code, as well as learning about creating and refining prompts to improve AI responses. Pupils will also consider the ethical implications of AI and its potential to replace human roles.</p> <p>An Online Safety lesson will be taught termly.</p>	<p><b>TERM 3: FILM MUSIC</b> In this unit, pupils will explore and identify characteristics of film music. They will create a composition and graphic score to perform alongside a film.</p> <p><b>TERM 4: BAROQUE</b> In this unit, pupils will explore the music and composers of the Baroque Period. They will investigate the structural and stylistic features of their work.</p>	<p><b>TERM 3: Safety and the changing body</b> Pupils will learn about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p> <p><b>TERM 4: Citizenship</b> Pupils will learn about human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>
FRENCH	ART	DESIGN TECHNOLOGY
<p><b>TERM 3 AND 4: MANGER ET BOUGER (HEALTHY LIFESTYLES)</b> In this unit, pupils will learn the nouns and determiners for a range of foods. By the end of the unit, they will be able to say what they eat and do not eat, drink and do not drink. They will learn the language for a variety of physical activities and will be presented with a healthy recipe.</p>	<p><b>TERM 4: DOES ACTIVIST ART HELP TO RESOLVE CONFLICT OR CAUSE IT?</b></p> <ul style="list-style-type: none"> <li>• Create and use relief printing blocks using raised shapes (foam/string) and imprinted lines (polystyrene), and the knowledge of positive and negative space, to create detailed patterns and designs</li> <li>• Print onto different materials and media (e.g. fabrics, collage, pastel) to create texture</li> <li>• Use punch-needling to add embroidered lines, texture and form to artwork</li> <li>• Apply acrylic paint in different ways to produce different textures and values</li> </ul> <p><b>ARTISTS COVERED:</b> Luba Lukova, Banksy, Emily Tironi and Nneka Jones</p> <p><b>GOLDEN THREADS:</b> Exploration, Inspiration, Interpretation, Creation, Reflection</p>	<p><b>TERM 3: STRUCTURES AND ELECTRICAL SYSTEMS</b> <b>How does a frame structure help to resist heavy loads and forces? What techniques can be employed to make joints in a frame structure? How can we include an electrical circuit within our structure?</b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>• Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> <li>• Understand how key events and individuals in design and technology have helped shape the world</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</li> </ul> <p><b>GOLDEN THREADS:</b> Innovation, Exploration, Evaluation</p>

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## ENRICHMENT OPPORTUNITIES

Book Fortnight  
Easter Service  
Reform, Respect, Restore speaker  
Safety in Action  
Buddy Project  
Opportunities to take on leadership responsibilities – House Captains, Sports Captains, Prefects, Worship Council etc.  
STEM week  
Swimming Gala

