

Curriculum Map						
Year 6						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Novel as a theme Biography	Classic fiction Poetry – songs and lyrics Persuasion: A formal review	Older literature Information text hybrid Poems with imagery	Detective/ crime fiction Explanations	Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme.
Spelling (No Nonsense)	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘- able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘- fer’.</p> <p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious</i>, <i>ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise,</i> <i>licence/license, practice/practise,</i> <i>prophecy/prophesy</i></p>		<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /ʃəl/ sound, words ending ‘-tial’ and ‘-cial’ (<i>official</i>, <i>special, artificial, partial,</i> <i>confidential, essential</i>)</p> <p>Homophones <i>compliment/complement,</i> <i>desert/dessert,</i> <i>principal/principle,</i> <i>profit/prophet, stationery/ stationary</i> All homophones from KS2</p>		<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue,</i> <i>immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘- ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught,</i> <i>dissent/descent, precede/pro- ceed, wary/weary</i></p>	
Maths (White Rose Maths)	Number and place value, Four operations	Fractions, Positi on and direction	Decimals, Percentages, Algebra	Converting units, Perimeter, area and volume, Ratio Statistics	Properties of shape, Problem solving	Statistics, Investigations
Science (Collins)	Everything Changes	Light up Your World	Body Pump	Danger! Low Voltage	Nature Library	Body, Health
	Our Changing World		Our Changing World		Our Changing World	
NC Coverage	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or 	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations 	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, 	<ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within

	<ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 		<ul style="list-style-type: none"> in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> plants and animals give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> animals, including humans.
NC Working Scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Computing (Purple Mash)	Coding	Online safety Spreadsheets	Blogging	Text adventures	Networks	Quizzing
History		Viking and Anglo Saxon struggle for the Kingdom of England	The Great British Empire – including the impact on Lancashire.			
NC Coverage		the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
Geography	Where in the World are we?				Human Geography – Land Use Economic Activity – Landfill and pollution	

NC Coverage	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)				human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
NC Geographical skills and fieldwork	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ALL Year groups use the eight points of a compass, four (year 3, year 4) and six-figure grid references (year 5 and year 6), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ALL year groups 				
Art and Design	Painting and drawing Create a painting of natural world focusing upon texture. Digital art. Artist – Georgia O’Keefe	Painting and Drawing Create a painting inspired by music			Textiles Create (using Batik) images of the seaside.
NC coverage	Use water colours to create a visually interesting piece	Sketch lightly before painting to combine line and colour Combine colours and tones to enhance the mood of a piece			Collect information and sketches and present ideas imaginatively Combine visual and tactile materials
Design and Technology			Food Create a Great British Dish		Structures/mechanical systems Design fairground ride/lights/scene using electrical circuits/motors

				To understand the source, seasonality and characteristics of a broad range of ingredients. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.				Design- To research and develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate through discussions, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. Make- To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors. To apply their understanding of computing to programme, monitor and control their products.	
	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
	PE (Lancashire)	Gymnastics Invasion Games	Gymnastics Invasion Games	Dance Net/wall games Swimming Intervention	Dance Net/wall games Swimming Intervention	OAA Striking and Field games Swimming Intervention	Athletics Striking and Field Games Swimming Intervention		
RE	Christianity	Hindu dharma	Islam	Christianity	Buddhism	Christianity			

(Lancashire)						
Music (Charanga)	I'll be There	Classroom Jazz 2	A New Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay
French (Twinkl Scheme of Work) Supported by Espresso resources	<p>Let's visit a French town</p> <ul style="list-style-type: none"> Who lives where Going to school Maths Ordinal numbers Welcome to my home 	<p>Let's go shopping</p> <ul style="list-style-type: none"> Conversations At the shops Clothes French money Shopping list 	<p>This is France</p> <ul style="list-style-type: none"> Neighbours Distances Directions Paris Famous French People Nationalities 		<p>All in a day</p> <ul style="list-style-type: none"> O'clock, half past, quarter past, quarter to Am and pm 5 minute intervals 24 hour times At the airport School week 	