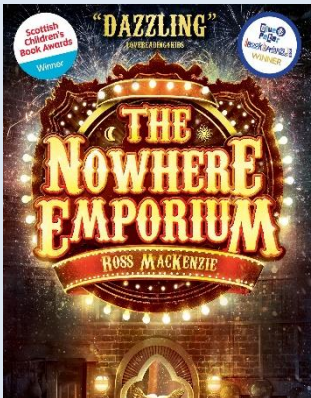
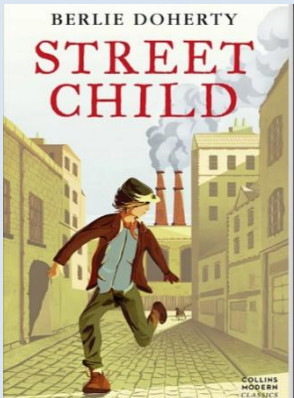
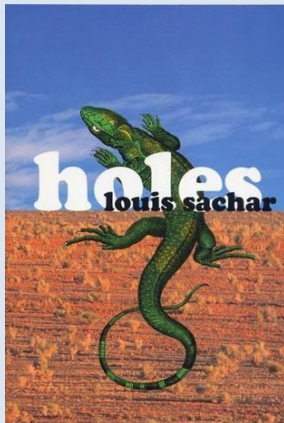
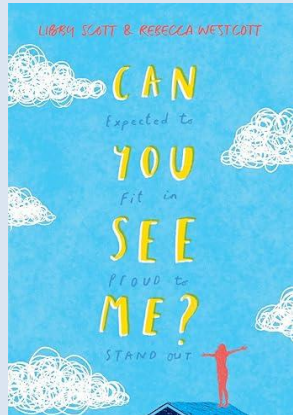




Springhill Catholic Primary School - Year 6 Curriculum Map 2026-2027



As we use our formative assessment to inform our teaching, sometimes the order of our topics does change slightly throughout the academic year.

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<u>Creation</u> Life and works of the Prophet Moses, God's Ten Commandments, Cain and Abel: conflict resolution <u>The Rosary</u>	<u>Prayers, Saints and Feasts</u> Mother Mary, The life and work of the Saints, Scripture revealing Heaven <u>Advent</u> The parable of the Bridesmaids, watching and waiting - hopeful anticipation of the birth of Christ the King	<u>Christmas</u> The evangelist's viewpoint of the birth of Christ (Luke and Matthew), St John's prologue and the incarnation, understanding complex scripture <u>Revelation</u> St Paul's relationship with God- the power of conversion, Matthew 28: The Great Commission, Pope Francis' call to discipleship	<u>Lent</u> A time to repent Luke: The Rich Man and Lazarus- conscience alley, John: The Woman at the Well- a story of conversion <u>Holy Week</u> The Garden of Gethsemane and Peter's denial <u>Easter</u> Matthew, Mark, Luke and John's account of The Resurrection	<u>Pentecost and Mission</u> The gifts and fruits of the Holy Spirit at Pentecost, the coming of the Holy Spirit and how we use these gifts	<u>Sacraments</u> Baptism and Confirmation- spiritual birth and spiritual growth
Other faiths focus	<u>Judaism</u> Interpret the Jewish understanding of the word 'Shalom', understand the Jewish meaning of the Sabbath	<u>Islam</u> The role of prophets in Islam, what was the role of Mohammed?	<u>Sikhism</u> What are the three duties of a Sikh? Who are the ten Gurus? What do they teach? Which are the most important and why?	<u>Judaism</u> What is known about Moses and the Jewish faith?	<u>Hinduism</u> Exploring the Hindu belief of reincarnation, What are the roles of Brahma, Vishnu and Shiva?	
Class Novels	The Nowhere Emporium 	Street Child 	Children's choice: Cogheart Malamander The Girl of Ink and Stars Viking Boy Orphans of the Tide Beetle Boy (First chapter of each text used in our reading comprehension lessons in the Aut term to help inform decision)	Holes 	Can You See Me? 	The First Year 

Reading	<u>Fluency</u> Pace of reading, scooping phrases, correct pausing, pitch and tone, reading punctuation, recognising and correcting errors when re-reading, expression and awareness or audience <u>Retrieval</u> Retrieve information from different sources across one text and combine (revision), sort and select information based on relevance (revision), use direct references to explain, extend and prove answers <u>Inference</u> Comment on interrelationships of characters (revision), decide the most relevant information to use as clues (revision) describe the wider picture away from the text using clues e.g. a character's personality		<u>Fluency</u> Pace of reading, scooping phrases, correct pausing, pitch and tone, reading punctuation, recognising and correcting errors when re-reading, expression and awareness or audience, prosody code, performing poetry whilst maintaining rhythm, reading stamina <u>Retrieval</u> Use direct references to explain, extend and prove answers <u>Inference</u> Identify fact or opinion with explanation, explain how characters develop throughout a text <u>Author's use of language</u> Identify authorial intent within language chosen and explain <u>Predictions</u> Making predictions based on clues in the text		<u>Author's Use of Language</u> Identify irony/metaphorical language/idioms/sarcasm (Recognise when a word or phrase has more than one 'layer of meaning') <u>Authorial Intent</u> Identify authorial intent within language chosen and explain Explain the effect of a style of writing (revision) <u>Making Connections</u> To compare characters, settings and themes across more than one text. Comment on what is not answered in the text using their own knowledge	
<u>Writing Fiction</u>	<u>Thriller stories focusing on setting/ character description and atmosphere</u> Based on the picture book '<i>The Viewer</i>' by Gary Crew <u>Writing skills</u> <u>Descriptive Techniques- setting description</u> - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action	<u>Historical fiction- focus on setting/ character description and atmosphere</u> Based on Street Child and extracts from Charles Dickens <u>Writing skills</u> <u>Variety of sentence types for pace</u> - short sentence for effect - drop in clauses - sentences of three - subordinate clauses <u>D.A.D</u> (dialogue, description, action- including speech punctuation) <u>Cross-curricular links- history</u>	<u>Play scripts/ prologues/ historical fiction</u> Based on Macbeth <u>Writing skills</u> <u>Dialogue</u> - speech punctuation -dialogue for characterisation -dialogue to advance the action <u>Cross-curricular links- British Values (influential British people- Shakespeare)</u>	<u>Historical fiction/ suspense</u> Based on a Viking battle scene <u>Writing skills</u> <u>Descriptive Techniques- setting description</u> - Vocabulary for effect - Similes and metaphors - Personification - Emotion through action	<u>Mayan myths/ quest stories</u> Based on a selection of Mayan myths including '<i>The Hero Twins</i>' and '<i>Rain Player</i>' <u>Writing skills</u> <u>Descriptive techniques- character description</u> - characterisation -emotion through action -dialogue for character -dialogue for action <u>Cross-curricular links- history</u>	<u>Free choice fantasy fiction project</u> Based on a selection of fantasy images, children will be able to create their own fantasy stories to send to their secondary school teachers <u>Writing skills</u> -targets to plug gaps
<u>Writing Non-fiction</u>	<u>Non-chronological reports/ explanation texts</u>	<u>Non-chronological reports</u> Based on how the Victorians influenced our Christmas traditions	<u>Persuasive speeches with varying tones/ formality</u>	<u>Journalistic recounts</u> RE newspapers based on the Easter story	<u>Diaries/ letters</u> Based on the book Holes by Louis Sachar	<u>Discussion texts</u> Topic to be decided based on children's interests

	Based on crime and punishment in the Victorian era Writing skills - Commas (if secure, move onto higher level punctuation) <u>Higher level punctuation</u> -brackets and dashes for parenthesis - dashes for an afterthought - ; / : clauses	Writing skills <u>Cohesive devices to make links within and between paragraphs</u> -openers -adverbials (time/ place) -conjunctions (subordinating/ coordinating) - pronouns - synonyms Cross-curricular links- history	Based on climate change and the book '<i>No One is too Small to Make a Difference</i>' by Greta Thunberg. Children will experiment with a range of formalities according to audience (informal speeches to young people and formal speeches to people in power) Writing skills - <u>Variety of sentence types for pace</u> - short sentence for effect -drop in clauses - sentences of three - subordinate clauses - commas for clauses <u>-formal and informal tone according to the audience</u> - passive - subjunctive - modals - contractions - idioms - question tags Cross-curricular links- geography	(crucifixion, resurrection, empty tomb etc) (3 weeks) Writing skills -passive voice - direct and reported speech - brackets and dashes for parenthesis -viewpoint/ bias Cross-curricular links- RE	Writing skills - subordinating conjunctions - coordinating conjunctions - ; clauses - ; list - : clauses - : to introduce a list	Writing skills -targets to plug gaps
SPAG	Word class Basic punctuation Subordinating and coordinating conjunctions Apostrophes (possession) Modal verbs	All uses of commas Paragraphs Adverbial phrases Sentence types	Higher level punctuation (dashes, colons, semi-colons) Relative clauses Parenthesis Passive voice Non-fiction structural features	Tenses Subjunctive Prefixes / suffixes	Consolidation and application of skills	Consolidation and application of skills
Mathematics	<u>Place Value</u> Partitioning, position on a number line, decimal place value, rounding numbers, negative numbers in context	<u>Number Addition, Subtraction, Multiplication and Division</u> Formal written long multiplication and division, addition and subtraction,	<u>Ratio and Proportion and Algebra</u> Calculation of percentages, solve problems involving unequal sharing and	<u>Properties of Shape</u> Comparing and classifying geometric shapes, finding unknown angles in triangles, quadrilaterals and regular polygons, revision of	<u>Position and Direction and Statistics</u> Draw and translate simple shapes on the co- ordinate plane and reflect them in the axes, interpret and construct	<u>Problem Solving and Investigations</u> Estimation, trial and Improvement, strategic approach, explaining, reasoning

	<u>Fractions, Decimals and Percentages</u> Division methods – answer up to two decimal places, rounding, equivalence between simple fractions, decimals and percentages	multi-step problems, estimation and checking accuracy	grouping using knowledge of fractions and multiples, use simple formulae	properties and angle rules, 3D shape and nets <u>Measurement</u> Use, read, write and convert between standard units: length, mass, volume and time – using decimal notation up to three decimal places	pie charts and line graphs to solve problems, calculate and interpret the mean as an average	
Science	<u>Light and shadows</u> How does light travel? How are shadows altered? How can light be reflected using a periscope? How can we bend and split light? How are different colours of light created?	<u>Electricity</u> What are the symbols used to represent components in an electrical circuit? How will the number of cells affect the brightness of the bulb / volume of the buzzer? How do variations in circuits change how components function? How are circuits used to make electrical products work?	<u>Animals including humans</u> How are living things classified? How are plants classified? What are microorganisms and how are they classified? How is classification used to sub-divide larger groups of living things? What separates one group of vertebrates from another?	<u>Living things</u> What are the major organs in the human body? What are the main parts of the human circulatory system? What are the functions of blood vessels and blood? What happens to our heart rate when we perform different exercises? How are nutrients and water transported around the body? How do drugs impact the way our bodies function?	<u>Evolution</u> How do we know that living things have changed over time? Are all offspring identical to their parents? Who is Charles Darwin? How have animals adapted to suit their environment? How have plants adapted to suit their environment?	
Computing	<u>Computer systems and networks</u> Learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	<u>Creating media</u> This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	<u>Programming unit A-variables in games</u> This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then, they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus	<u>Data and information (spreadsheets)</u> This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions.	<u>Creating media (3D modelling)</u> Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	<u>Programming unit B-sensing movement</u> This unit brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects

			on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	Finally, learners will create charts, and evaluate their results in comparison to questions asked.		in Lessons 2, 3, and 4, with each lesson adding more depth
There is an online safety focus within each unit of work and each lesson begins with revision of keeping ourselves safe online						
Geography	<u>UK topography</u> How has the UK topography changed over time? How has UK land-use changed over time? What is the impact of coastal erosion?		<u>Biomes and climate change</u> What is a climate zone? What are vegetation belts and biomes? How does human activity affect biomes? What is climate change? How can we fight climate change? What is renewable and non-renewable energy?		<u>Fairtrade</u> Where do the products we buy come from? How do the products we buy arrive in our shops? What countries does the UK trade with? What is trade fair? How does Fairtrade Premium support communities?	
History	<u>Victorians</u> Who were the Victorians and what impact did they have? What do we know about Queen Victoria and her visit to Southampton? What impact did industrial changes have on Southampton during Victorian times? What impact did industrial changes have on Southampton during Victorian times? What can we find out about wealth, poverty and housing in Southampton during Victorian times? How did the death of Ellen Wren affect housing for poor people in Victorian Britain? What was life like in Southampton workhouses during Victorian times? How have trade and wealth / food and housing changed over time from the Stone Age, to the Victorian era to the modern day?				<u>Mayans</u> When was the Mayan civilisation? What made the Maya an advanced and sophisticated society? What can we learn from Maya sources of evidence? How significant were the achievements of the Ancient Maya? What system did the Maya use for numbers and writing? If the Maya were so civilized why then did they carry out human sacrifice? Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?	
Art	To draw in two point perspective, to create observational drawings of building using a 2-point perspective, to create a mono print of architecture, to overprint using a collagraph, to create a collage of architecture from around the world.		To use colours and lines to represent emotions, to understand and create abstract art, to make tertiary colours, to create patterns to convey emotion, to understand how the texture of paint changes when different materials are added, to produce an abstract piece of art		To create a clay armature with wire, create a Modroc armature with newspaper and wire, know what the Chiaroscuro technique is and how to use it in art, understand how charcoal can be used in different ways, compare patterns of different artists	
DT		<u>Bake bread</u> Understand and apply the principles of a healthy and varied diet, evaluate a range of products, understand how a recipe works, understand the importance of hygiene when cooking, use cooking tools safely, practise skills of rubbing, kneading and			<u>Make a bridge</u> To use a range of information to inform designs, to use computer-aided design to refine plans, to investigate moving mechanisms, to justify choice of suitable materials and tools, to justify the steps and order of construction, to	<u>Sew a flag/ a bag</u> Explore, evaluate and form a range of ideas using information from existing products, design a product which is functional and attractive, use a cross stitch, consider the purpose of the join when choosing a stitch, use sewing tools safely,

		scoring, design a healthy soda bread.			measure and cut with precision, to improve quality of butt joints, to test product fulfils its purpose, to identify how additional/alternative resources could improve the product.	apply a range of stitches to create and finish a product, apply a range of stitches to create and finish a product, evaluate function, fit for purpose and appearance against the original design.
PE	<u>Basketball, tennis and gymnastics</u> (rotated across the three classes)		<u>Dance, tennis, football</u> (rotated across the three classes)		<u>Cricket, athletics, invasion games</u> (rotated across the three classes)	
French	<u>La phonétique (Phonics & Pronunciation)</u> Children can recall and identify new phonemes to facilitate accurate and authentic pronunciation as part of their early learning experience: ch, ou, on, oi. i, in, ique, ille é, è, e, eux, eau <u>Au salon de thé (At the tearoom)</u> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.	<u>Quel temps fait-il? (What is the weather like?)</u> Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.	<u>As-tu un animal? (Do you have a pet?)</u> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet, tell somebody in French the name of their pet, attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").	<u>Les vêtements (Clothes)</u> Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. Describe items of clothing using colours as adjectives in French. Use 'Je porte' (I wear/I'm wearing) and the conjunction 'et' (and) in full sentences. Express what we wear in 4 different scenarios in French.	<u>À l'école (At school)</u> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.	<u>Consolidation</u>
Music	<u>Singing</u> Singing in 3 and 4 part rounds <u>Listening</u> Music traditions- Gamalan <u>Improvise</u> Cyclic patterns-create music that includes repetition and contrast (Gamalan Music)	<u>Singing</u> Perform a range of songs as a choir in school assemblies and performances (including our year 6 carol concert) <u>Listening</u> Traditional Christmas- variety of genres	<u>Singing</u> Rhythm and phrasing <u>Listening</u> Rock and pop <u>Composition</u> Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale	<u>Singing</u> Identify and use more complex structures in songs <u>Listening</u> Varied <u>Instrumental performance</u> Writing and performing own songs using a range of musical devices including	<u>Singing</u> Create appropriate styles through singing syncopated rhythms <u>Listening</u> Jazz and Blues <u>Improvise</u>	<u>Singing</u> Year 6 performance, singing a broad range of songs including those with syncopated rhythms with a sense of ensemble and performance. Observe rhythm, phrasing, accurate pitch and appropriate style <u>Listening</u>

	<u>Compose</u> Enhance melodies with rhythmic contrasts.		(C,D,G,E,A) and incorporate rhythm variety. Play and notate this melody.	melodies, rhythms, chords, lyrics, tempo, pitch	Create music with multiple sections that include repetition and contrast <u>Compose</u> Melodies made from pairs of phrases which can be enhanced by rhythmic or chordal accompaniment (song writing)	Musical/ opera/ film
PDL	<u>Mental Wellbeing</u> Managing emotions What is mental health and wellbeing and how can we look after it?	<u>Our Relationships</u> Caring Relationships Respectful Relationships Families and People Who Care for Me What is a healthy relationship and why are they important for our wellbeing and happiness?	<u>Healthy Me</u> Physical Health; Healthy Eating; Health and Prevention; Drugs; Alcohol and Tobacco; and Basic First Aid Why is maintaining a healthy lifestyle important for my future?	<u>Online safety</u> Online relationships Internet safety How can you stay safe in a digital world and why is this important?	<u>Me, Myself and I</u> Changing Adolescent Bodies How do bodies change during puberty and how are babies made?	<u>Personal Safety & Transition</u> Fire, water, road, railway and sun safety. Moving to secondary school and coping with change.
British Values	<u>British Values overview</u> How do British Values help people with different backgrounds, beliefs and opinions live and work together?	<u>Tolerance and Respect</u> Why is it important for our society to learn about other faiths and religions?	<u>Individual Liberty</u> How does individual liberty help people live together in a fair society?	<u>Mutual Respect</u> How does mutual respect impact the society we live in?	<u>Rule of Law</u> How does the rule of law help create a fair and safe society?	<u>Democracy</u> Why is democracy an important British Value?
Enrichment	Horse riding	Victorian Christmas dress up day Charity cinema night at school Carol concert at St Edmunds Church Pantomime at the Mayflower	Poetry Week	World Book Day Dress up day	Marwell Zoo	Fairthorne Manor Residential Transition day at secondary school Year 6 production Leavers' celebrations