

Curriculum Map  
Year 6 (2024 / 2025)

|           | Autumn 1   | Autumn 2  | Spring 1   | Spring 2                         | Summer 1                  | Summer 2   |
|-----------|--|---|--|----------------------------------|---------------------------|--|
| English   | Following the National Curriculum Programmes of Study, writing for a range of purposes.                                    |   |  |                                  |                           |  |
| Maths     | Following National curriculum Programmes of Study  |   |  |                                  |                           |  |
|           | Place value<br>Addition, Subtraction, Multiplication and Division<br>Fractions<br>Measurements - Converting Units<br>Ratio |   | Algebra<br>Decimals<br>Fractions, decimals and percentages<br>Area, perimeter and volume |                                  |                           | Statistics<br>Geometry - Shape<br>Geometry - Position and direction<br>SATs revision<br>Themed projects, consolidation and problem solving |
| Science   | Evolution and Inheritance  | Living Things and Their Habitats                          | Light  | Light                            | Animals, Including Humans | Electricity  |
|           | Throughout all of these areas of study, 'working scientifically' will be included.   |   |  |                                  |                           |  |
| History   |  | How the Tudor Dynasty Shaped Modern Britain (1485 - 1603) |  | Second World War - (1939 - 1945) |                           |  |
| Geography | Geography of the UK  |   | Key aspects of physical geography (Rivers & Coasts)                                      |                                  |                           | Map and fieldwork  |

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|-----------------|--|---|---|---|--|---|
| Art             |  | Collage:<br>Tudor Roses                                     | Drawing:<br>Famous Artist Study<br>- Mackenzie Thorpe           |   | Drawing:<br>Famous Artist Study -<br>Yayoi Kusama          |   |
| DT              | Computer Aided<br>Design in Textiles   |   |   | Frame Structure<br>(Cake Stands)  |  | Biomechanical<br>Engineering                            |
| PE (Indoor)     | Badminton  |   | Volley Ball   |   | Dance  | Athletics   |
| PE<br>(Outdoor) | Tag Rugby  |   | Pop Lacrosse  |   |  |   |
| Music           | Classroom Jazz   | Plastic   | It's okay (please just say)                                     |   | Composition  | End of year<br>performance                              |
| French          | At School  | Healthy Lifestyle   | At the Weekend  | World War II  | Vikings  | Me in the World   |
| Computing       | E-Safety - Online<br>Behaviour and<br>Evaluating Content                                   | Computer Systems<br>and Networks                            | Coding -<br>Variables in Games                                  | Creating Media -<br>Blogging  | Data and Information<br>- Spreadsheets                     | Controlling Devices -<br>Micro:bit                      |
| RE              | Why is the Buddha<br>important for<br>Buddhists?/<br>How do Buddhist<br>beliefs affect the | What do the gospels<br>tell us about the birth<br>of Jesus? | How do religions<br>respond to prejudice<br>and discrimination? | Why are Good Friday<br>and Easter Day the<br>most important days<br>for Christians? | How and why do some<br>religious people<br>inspire others? | What do religions<br>believe about life<br>after death? |

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|-----|---|--|--|--|--|
|     | way Buddhists live their lives?   |  |  |  |  |
| RSE | Families and People who Care for the Pupil, Caring Friendships, Internet Safety, Respectful Relationships, Physical Health and Fitness, Black History Month and Anti-Bullying Week. | Online Relationships, Drugs, Alcohol and Tobacco, Health and Prevention, Being Safe, Mental Wellbeing, Basic First Aid, Internet Safety, Money Week. | Physical Health and Fitness, Online Relationships, Healthy Eating, Drugs, Alcohol and Tobacco, Caring Friendships, Respectful Relationships, Health and Prevention Adolescent Bodies and Basic First Aid |  |  |