



# Birch Hill Primary School Curriculum Map – Year 6

## September 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	<p><b>What can we learn from William Shakespeare?</b></p> <p><b>Drama focus: Shakespeare</b> To allow children to experience acting using Shakespeare's original words and perform in a real theatre. Explore life of Shakespeare, Elizabethan theatres and the texts of the two plays.</p>	<p><b>How was life for children affected during the Battle of Britain?</b></p> <p><b>History focus: World War 2</b> The topic focus is History. We will explore life in England during World War Two, particularly around 1940- The Battle of Britain. Children will investigate Home Front policies such as: defences, rationing and evacuation. Using the Edible Garden, children will experience planting and watching root vegetables grow whilst exploring Dig for Victory schemes.</p>	<p><b>In what ways can rivers shape our landscape?</b></p> <p><b>Geography focus:</b> In this topic we will explore the topographical features of rivers and how they journey from the source to the sea; looking closely at the landforms they create through erosion. We will investigate a range of physical and human land use patterns near to water sources including case studies of reservoirs, floods and dams. We will also learn about vegetation belts on the flood plains and use map reading skills to prepare ourselves for our residential trip to Rhos-Y-Gwaliau.</p>	<p><b>What can we do to keep our body and mind healthy?</b></p> <p><b>Science focus:</b> This unit 'Animals, including humans' takes children through lessons where they learn how to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; and finally, they learn how to describe the ways in which nutrients and water are transported within animals, including humans. Environmental themes.</p>	<p><b>How have I changed?</b></p> <p><b>Science: Evolution</b> This unit is designed to help children learn about the history of organisms and how they need to adapt to survive. Children explain how adaptations help animals and plants survive and explain the process of natural selection. Develop an understanding of why animals can look different to their parents and describe the process of genetic modification. Children also explore palaeontology and fossils.</p>	<p><b>How can I make a change?</b></p> <p><b>Citizenship: Charity project.</b> Raising money for a chosen charity. Organising and planning process for charity events. Speaking and listening skills to pitch ideas.</p>

				<p><b>Time to Shine: Revision for SATs</b></p> <p>Reading, Writing, Grammar and Maths focus:</p> <p>How to revise Test techniques</p> <p>Filling gaps in knowledge</p>		
<p><b>English</b></p>	<p><b>Genre: Bias-arguments - Shakespeare</b> Evidence to back up arguments Formal writing identifying their audience and considering point of view Evaluate and edit</p> <p><b>Grammar focus:</b> Compound sentences Formals and informal Subordinate clauses Model Verbs Apostrophes for contractions Apostrophes for possessions</p> <p><b>Debate (speaking &amp; listening)</b> Articulate and justify arguments Speak audible and fluently in Standard English Participate in discussion</p>	<p><b>Genre: Diary – Evacuees</b> Writing in role Expressing emotions based on research and empathy Write informally Evaluate and edit</p> <p><b>Grammar focus:</b> Parenthesis Colons Semi Colons Time conjunctions</p> <p><b>Poetry - War</b> Learn “Air Raid Siren” Focus on imagery and figurative language Evaluate and edit</p> <p><b>Grammar focus:</b> Precise adjectives/ synonyms Similes and metaphors Precise verbs/ synonyms</p>	<p><b>Genre: Article writing - Capel Celyn reservoir</b> Writing formally Gathering quotes Using facts and sources Evaluate and edit Linked to Capel Celyn reservoir visited later on residential</p> <p><b>Grammar focus:</b> Formality Modal verbs Passive voice/active Direct and indirect speech Synonyms (noun chains)</p>	<p><b>Genre: Character Description (Dream Giver)</b> Imaginatively and figuratively to convey character, personality and appearance Evaluate and edit</p> <p><b>Grammar focus:</b> Noun/expanded noun phrases Relative clauses Adverbial phrases</p> <p><b>Persuasive letter (Dream Giver)</b> Persuasive devices Structured to create cohesion across text Emotive language identifying their audience and considering point of view Evaluate and edit</p>	<p><b>Genre: Information text about a residential</b> Identify features Use Rhos Y Gwliau experience to create own information paragraphs. Headings, subheading, bullet points.</p> <p><b>Grammar focus:</b> Range of punctuation which helps to shift from informal and formal. Passive voice to help with formal language. Adverbs help to modify and add information</p> <p><b>Story ending using an author’s craft</b> The Giant’s necklace – Morpurgo Read/learn features of craft Write own endings in this style.</p>	<p><b>Genre: Suspense narrative</b> Chn will create a short narrative showing the build- up of tension before an event.</p> <p><b>Grammar focus:</b> - noun phrases - Slow action sequence, each movement described with precise detail? - parenthesis, relative clauses - fronted adverbials - subordination</p>

	<p>Summarising key ideas, using dictionaries generating questions</p> <p><b>To read, use and understand scripts</b> Extend pupils knowledge of language and vocabulary Preparing plays to perform Through intonation, tone and volume show an understanding of language so it is clear to an audience</p>			<p><b>Grammar focus:</b> Modal verbs Emotive vocabulary Exclamations Rhetorical questions Formal voice</p>	<p><b>Grammar focus:</b> Expanded noun phrases Dialogue to move the action forward Precise verbs Synonyms Pronouns</p> <p><b>Grammar, Punctuation and Spelling:</b> Revision KS2 curriculum.</p>	
<p><b>Guided Reading</b></p>	<p><b>Text: Refugee Boy</b> Comprehension skills relating to questions that include: <b>RETRIEVE</b> - Understand, summarise, retrieve and record information from texts, including non-fiction. <b>INTERPRET</b> Deduce, infer or predict information, events or ideas from text, justifying using the text. <b>CHOICE</b> - Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader. <b>VIEWPOINT</b> - Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader. <b>PERFORM</b> - Show understanding through intonation, tone, volume and action when performing poems and play-scripts. <b>Vocabulary</b> for each lesson relating to text</p>	<p><b>Text: Digging for Victory</b> Comprehension skills relating to questions that include: <b>RETRIEVE</b> - Understand, summarise, retrieve and record information from texts, including non-fiction. <b>INTERPRET</b> Deduce, infer or predict information, events or ideas from text, justifying using the text. <b>CHOICE</b> - Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader. <b>VIEWPOINT</b> - Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader. <b>PERFORM</b> - Show understanding through intonation, tone, volume and action when performing poems and play-scripts. <b>Vocabulary</b> for each lesson relating to text</p>	<p><b>Texts: Journey to the River Sea</b> Comprehension skills relating to questions that include: <b>RETRIEVE</b> - Understand, summarise, retrieve and record information from texts, including non-fiction. <b>INTERPRET</b> Deduce, infer or predict information, events or ideas from text, justifying using the text. <b>CHOICE</b> - Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader. <b>PERFORM</b> - Show understanding through intonation, tone, volume and action when performing poems and play-scripts. <b>Vocabulary</b> for each lesson relating to text</p>	<p><b>Comprehension:</b> Short SATS style comprehension activities. Use QLA data to help target teaching .</p>	<p><b>Comprehension:</b> Revision and learning exam technique. SATs practice.</p>	<p><b>Transition based / growing up/ moving on...</b></p>

<b>Class Read</b>	<b>Goldfish Boy</b>	<b>Once</b>	<b>Holes</b>	<b>A Place Called Perfect</b>		<b>The boy, the mole, the fox and the horse</b>
<b>Maths</b>	<p><b>Maths: Place Value</b> Numbers to 10,000,000 Compare numbers Rounding numbers Negative Integers</p> <p><b>4 Operations</b> Add and Subtract numbers Multiplication Short Division Division using factors Long Divison Common Factors Common Multiples Prime Numbers Order of Operations Mental Calculations and estimating Reasoning and known facts</p>	<p><b>Maths: Fractions</b> Simplifying fractions Fractions on a number line Compare and order Add and subtract fractions Multiply fractions by an integer Multiply fractions by fractions Divide fractions by an integer Four rules with fractions Fractions of amounts Finding the whole</p> <p><b>Geometry – Position and Direction</b> Co-ordinates in the first quadrant Co-ordinates in four quadrants Translations Reflections</p>	<p><b>Maths: Decimals</b> Identify value up to 3 decimal places Multiplying by 10, 100, 1000 Divide by 10, 100, 1000 Multiply decimals by integers Division to solve problems Decimals as fractions Fractions as Decimals</p> <p><b>Percentages</b> Fractions to percentages Equivalent FDP Percentages of amounts Missing percentages Ordering FDP</p> <p><b>Algebra</b> Find a rule – up to two steps Use an algebraic rule Substitution Formulae Word Problems Solve simple one step equations Solve two step equations Fair pairs of values Enumerate possibilities</p>	<p><b>Maths: Measure – Converting Units</b> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures</p> <p><b>Measure – Area and Volume</b> Shapes – same area Area and perimeter Area of a triangle Area of a parallelogram Volume – counting cubes Volume of a cuboid</p> <p><b>Measure – Ratio</b> Using ratio language Ration and fractions Introducing the ratio symbol Calculating Ratio Using Scale Factors Calculating Scale Factors Ratio and Proportion problems</p>	<p><b>Maths: Geometry – Properties of Shape</b> Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle including special cases Angles in a triangle – missing angles Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Nets of 3-D shapes</p> <p><b>Revision</b> According to the need of cohort</p> <p><b>Budgeting for charity events</b> Profit and Loss Keeping to a budget</p> <p><b>Statistics</b> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts and percentages Draw pie charts The mean</p>	<p><b>Maths: Data handling through science</b></p> <p><b>Transition – magic squares</b></p>
<b>Science</b>	<b>Electricity</b> Building upon Year 4 National Curriculum studies on electricity	<b>Light</b> This unit explores key light phenomena centred around		<b>Health and the heart:</b> Planning scientific enquiries to answer questions,	<b>Evolution and Inheritance</b> Explain how adaptations help	<b>Living things and their habitat</b> Building on previous 'Living Things...' units,

	<p>and circuits, this unit allows a greater depth of understanding of electricity as a whole. There is an opportunity to recall and expand on knowledge of circuits, and to understand how variable resistors work. Children will also learn about how to measure electric charge and then consider the impact of conductors and insulators on an electric circuit.</p>	<p>transparencies, lenses and coloured light. Diagrams are used to show how the light rays are travelling. This unit is structured so that a concept is taught, then followed by the emergent phenomenon. For example, learners firstly discuss materials of different transparencies, this is then followed by a lesson on shadows i.e. the emergent phenomenon of when light hits an opaque object.</p>		<p>including recognising and controlling variables. Taking measurements, using scientific equipment, with increased accuracy and precision, taking repeat readings. Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs and then use their own test results to make predictions to set up further comparative and fair tests.</p>	<p>animals and plants survive and explain the process of natural selection. Develop an understanding of why animals can look different to their parents and describe the process of genetic modification. Children also explore palaeontology and fossils.</p>	<p>this course helps learners identify the kingdoms of life and to classify living things within those kingdoms. Children will then look more closely at vertebrates, fungi, yeasts and soil habitats. Within this unit, there is an opportunity for creating your own woodlice habitat, growing some mould, and a beginners guide to some scientific drawing - of some mushroom spores!</p>
<p><b>History</b></p>	<p><b>History – Elizabethan</b>          Researching types of theatres from Shakespearean times and the various costumes, which were worn. Children come to understand the differences in speech and performance compared to the modern day.</p>	<p><b>History - WW2: Battle of Britain</b>          The topic focus is History. We will explore life in England during World War Two, particularly around 1940- The Battle of Britain. Children will investigate Home Front policies such as: defences, rationing and evacuation. Using the Edible Garden, children will</p>				

		experience planting and watching root vegetables grow whilst exploring Dig for Victory schemes.				
<b>Geography</b>			<p><b>Geography – Rivers</b> In this topic we will explore the topographical features of rivers and how they journey from the source to the sea; looking closely at the landforms they create through erosion. We will investigate a range of physical and human land use patterns near to water sources including case studies of reservoirs, floods and dams. We will also learn about vegetation belts on the flood plains and use map reading skills to prepare ourselves for our residential trip to Rhos-Y-Gwaliau</p>	<p><b>Geography map work:</b> <b>Geography features of Rhos Y' Gualia</b> Explore ordinance survey maps of Wales and link to our school. What is this region like and what is its history? Focus on the region and its land use/ population etc. Learn and use orienteering skills and a compass to navigate themselves through a series of checkpoints in the local countryside.</p>		
<b>Art / D&amp;T</b>		<b>D.T.</b> Christmas Bazar stalls	<b>Art and Design:</b> William Morris prints inspired by the natural landscape			<b>Art and Design:</b> Darwin finch drawings – fine line sketching

						Personal portraits
<b>PSHE / SRE</b>	<p><b>PHSE</b> – Dream School (New Beginnings Seal)</p> <p><b>Jigsaw:</b> Being me in my world</p>	<p><b>Jigsaw</b> - Jigsaw: Celebrating difference</p>	<p><b>Jigsaw</b> - Dreams and goals</p>	<p><b>Jigsaw:</b> Healthy me</p>	<p><b>PIXL:</b> Mindfulness/ well being/ how to revise</p> <p><b>Jigsaw:</b> Relationships</p>	<p><b>PSHE: Transition to Secondary school. Saying Goodbye</b></p> <p><b>SRE - Jigsaw:</b> Changing me</p>
<b>RE</b>	<p><b>Islam</b> What is the best way for a Muslim to show commitment to God?</p>	<p><b>Christianity</b> How significant is it that Mary was Jesus' mother?</p>	<p><b>Christianity</b> Is anything ever eternal?</p>	<p><b>Christianity</b> Is Christianity still a strong religion 2000 years after Jesus was on the earth?</p>		<p><b>Islam</b> Does belief in Akhirah help Muslims lead good lives?</p>
<b>Music</b>	Use of percussion and voice for play	Songs of World War Two, including Vera Lynn and Gracie Fields.	Composing a river piece using the pentatonic scale.			Play songs for the performance
<b>French</b>	Masculine nouns Feminine nouns Infinitive form of verbs	Telling the time	Conjugated verbs in present Conjugated verbs in the imperfect (imperfect tense) Conjugated verbs in the perfect tense	Numbers 61-100		Adverbs of place and time Negative adverbs Asking questions
<b>Computing</b>	Online safety (6.2)			Coding (6.1)		Blogging (6.4) <i>Charity experience linked.</i>
<b>P.E. Festivals enrichment</b>	<p>Coach: Tag rugby</p> <p>Real PE: Cognitive unit 1 rugby</p>	<p>Real PE: Creative unit 4</p> <p>Tag Rugby Festival Cross Country</p>	<p>Coach: Hockey. Real PE: Social - real dance.</p> <p>Hockey Indoor Athletics Festival</p>	<p>Real PE: Physical unit 4 netball.</p> <p>Hockey Festival</p>	<p>Real PE: Unit 6 Health and fitness</p> <p>Cricket</p>	<p>Real PE: Personal Athletics</p> <p>Sports' Day</p> <p>Athletics Festival</p>

<b>TRIPS/ Enrichment</b>	Shakespeare Festival			Residential: Rhos Y Gwaliau		Year 5/6 play Leavers' Disco Charity Project End of Year – transition to secondary Assembly
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