









Brunswick House Primary School
Year 6 Curriculum Map
2024-2025



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English and SPaG	Descriptive poetry Diary Precept Formal letters Debates 	Narrative Writing from film 	Holes Scene description Newspaper article Fact files Balanced arguments 	 Writing from film Narrative: changing narrator's voice		
	Subject, object Pronouns and nouns for cohesion Possessive pronouns Relative pronouns Adverbials for cohesion (e.g. on the other hand, in consequence, therefore) Modal verbs Expanded noun phrase Word classes; noun, verb, adverb, adjective, determiner Prepositions Statement, questions, commands and exclamation Verbs in the perfect form Tenses Fronted adverbial Subordination Adverbs for degrees of possibility Standard English: was/were; did/done Relative clauses Inverted commas Colon to introduce list Commas to clarify meaning and in lists Commas after fronted adverbials Capital letters Inverted commas Brackets and dashes for parenthesis Formal and informal vocabulary Word families Synonyms and antonyms	Expanded noun phrases to convey complex ideas Word classes: nouns, verbs, adverbs, adjectives, determiners Prepositions Standard English: was/ were; did/ done Passive and active voice Perfect form of verbs Statements, questions, commands and exclamation Relative clauses Possessive pronouns Relative pronouns Adverbs Fronted adverbials Relative clauses Causal/co-ordinating conjunctions Subordination Pronouns and nouns for cohesion Adverbials for cohesion Modal verbs Sentence subject and object Question tags in informal speech Bullet points Apostrophes Capital letters Hyphens to avoid ambiguity Colon to introduce list and semi-colon within list Inverted commas Semi-colons Commas in lists, to clarify meaning and for parenthesis Formal and informal language Synonyms, antonyms Word families Homophones and near homophones: ascent/ assent; morning/ mourning; principle/ principal Plural and possessive 's'	Word classes: nouns, verbs, adverbs, adjectives, determiners Prepositions Perfect form of verbs Tenses Pronouns and nouns for cohesion Adverbials for cohesion Modal verbs Conjunctions Relative clauses Possessive pronouns Relative pronouns Time conjunctions Statements, questions, commands and exclamations Expanded noun phrases Subjunctive in passive sentences (eg If I were, were they to...) Simple past and simple present Verbs in the perfect form Passive and active voice Standard English: was/ were; did/ done Sentence subject and object Question tags in informal speech Ellipsis Commas to clarify meaning and in lists Inverted commas Apostrophes Dashes and semi-colons Semi-colons between independent clauses Colon to introduce a list Brackets and dashes for parenthesis Bullet points Synonyms and antonyms Formal and informal language Homophones and near homophones: aisle/ isle; affect/ effect; precede/ proceed; dissent/ descent; alter/ altar; prophet/ profit; stationary; stationery; bridle/ bridal; complement/ compliment			

Reading/Phonics	VIPERS Reading Skills Vocabulary Inference Prediction Evaluate Retrieval Summarise					
Maths	Number: Place Value Four operations Fractions Decimals Fractions, decimals and percentages		Number: Ratio Measurements Converting Units Geometry Shape Area, Perimeter and volume Position and direction Algebra Statistics		Problem solving Consolidation The Four Operations and Fractions Key areas of maths based on gap analysis to ensure children are secondary ready	
Science	<u>Living Things and Their Habitats</u> <u>What questions could you use to classify living things?</u>	<u>Electricity Renewable Energy</u> <u>What makes an energy source renewable?</u>	<u>Light Light Pollution</u> <u>What is the impact of light pollution?</u>	<u>The Circulatory System</u> <u>Diet, drugs and lifestyle</u> <u>What affect do substances have on the body?</u>	<u>Variation Adaptation</u> <u>Why do animals evolve?</u>	<u>Fossils</u> <u>How are fossils formed?</u>
	This unit focusses on how animals and plants are classified.	This unit focusses on identifying problems in electrical circuits and what makes an energy source renewable.	This unit focusses on shadows and refraction of light as well as what light pollution is and how we can reduce it.	This unit focusses on the blood flow and how it circulates the body as well as the impact of different substances on the body.	This unit focusses on inheritance, characteristics and how animals have evolved over time.	This unit focusses on exploring fossils and how they are formed.
History	<u>The Roman Empire and its Impact on Britain: Why did the Romans invade Britain and why did they choose to settle?</u>		<u>World War 2: How did life change during World War 2? What was the impact on Maidstone?</u>			
	In this unit, we will be studying the impact the Roman empire had on Britain and how we can still see evidence of this impact today. We will be learning about their religious beliefs and how their religion permeated every aspect of their development as a society. We will find out about Boudicca and the impact of her rebellion.		During our WW2 unit, we will be studying the effects of WW2, at home and abroad, how the conflict arose and what different ideologies were present during the war. We will be exploring the major events of a war that were perhaps the most destructive and influential conflict in human history.			

Geography	<u>North America</u> <u>How does North America compare to the UK?</u>		<u>The United Kingdom</u> <u>How has physical geography impacted the development of the UK?</u>			<u>Fieldwork</u> <u>What is biodiversity?</u>
	In this unit, we will be studying which countries make up the North American continent. We will be looking at the different biomes, time zones and the effects of the physical geography which have helped to shape the development of the human geography.		In this unit, we will be researching the topography of the United Kingdom and exploring the links between physical geography and human geography. We will investigate the impact of these on the development of trade, coastlines, tourism, industry and commerce in chosen areas, and compare them to similar regions of North America			
PSHE	<u>VIPS</u> <u>What makes a person important to us?</u>	<u>Digital Wellbeing</u> <u>What is our digital footprint?</u>	<u>Think Positive</u> <u>Why is being positive important?</u>	<u>One World</u> <u>How can we make a difference?</u>	<u>Safety</u> <u>How do we assess risks?</u>	<u>Growing up</u> <u>What happens as we grow up?</u>
	During our VIP unit, we will be exploring different people's thoughts and how, although, we may disagree, we should treat everyone with respect. We will be exploring the differences between healthy and unhealthy relationships and the affect this can take on our mental health.	Here, we will be exploring how to keep ourselves safe online and what to do should we have a concern.	During Term 3, we will be exploring the unit 'Think Positive'; In this unit, we will be studying the link between thoughts, feelings and behaviours and how they will influence each other.	In term 4, we will be looking at Our World and how to understand our place in it. We will learn about how the impact of human development has affected the Earth and how we can be more responsibly minded when tackling issues such as climate change.	In our safety unit, we will be understanding how to take responsibility for our actions and manage/assess risks. We will be covering everyone else's right to feel safe and secure in any environment.	We will be covering some of the changes in our bodies as we grow up.
RE	<u>Expression of beings – art vs charity</u> <u>What is Ahimsa, Grace or Ummah?</u>		<u>Christians and Humanists</u> <u>What do religious and non-religious worldviews teach about caring for the Earth?</u>		<u>What do religions say when life gets hard?</u>	
	Through our study of expression this year, the children will gain an understanding of art vs charity and how these different elements affect society and individuals. We will be exploring how to give charitable donations and how religions advocate charitable enterprises. In term 2, we will be exploring the different challenges faced by some of the major world religions in the 21st century. We will be exploring the impact of important religious tenets in some of the major religions, what their teachings tell us and how they can be related to our lives today		We will be learning what it means to be a Humanist and which values they have in common with Christians. We will be exploring differences in religious worship and how religious teachings can be used in a non-religious context.		We will be exploring how different, real-life problems can be met by the teachings of some of the major religions. We will be debating some of the biggest questions in life and exploring how the major religions of the world answer these questions.	

PE	<u>Tag Rugby and Basketball</u>	<u>Dance and Football</u>	<u>OAA and Netball</u>	<u>OAA and Gymnastics</u>	<u>Athletics and Rounders</u>	<u>Dance and Cricket</u>
	We will be improving our understanding and ability of the skills and tactics involved in tag rugby, honing these in small team games which focus on accuracy of throwing, use of the team, agility of action and communication of tactics in attack and defence. We will be learning the different rules and skills of basketball as well as how to effectively work as a team to ensure that we are successful when playing. We will be developing our throwing, catching, dribbling and shooting skills as well as our awareness of space.	Throughout our Dance unit, we are exploring contemporary dance, and the concepts of risk, determination and teamwork. We will learn and create different sections based on these concepts to form a whole group dance for performance, improving our skills through rehearsal. In football, we will be focusing on the key skills of passing, dribbling and tackling.	We will develop our skills and knowledge of map-reading and scale through a range of orienteering activities. In netball, we will be understanding how to apply a range of tactics and strategies to win the game as well as enhancing our skills.	In OAA, we will continue to develop our orienteering skills through a range of challenges that are linked to a wider curriculum. We will develop our skills of coordination, balance, agility and strength through a range of solo, paired and group work. We will explore use of contact and weight sharing as well as methods of travelling over, through and around apparatus.	Through our study of athletics, we will be improving our coordination and physical skills when running, jumping, throwing, climbing and completing circuits. In rounders we will be developing our striking skills, throwing with accuracy and working as a team to defend.	In dance, we will be improving our skills in performance, composition and appreciation through a unit based on WW2. We will be exploring some of the dance styles of the time, such as the lindy hop, as well as developing some interpretive pieces, based on specific historical events (the Blitz) In cricket, we will be developing our understanding of positioning and the different roles needed, whilst improving our skills of throwing, catching and batting
Music	<u>Music Through History</u> <u>What do untuned and tuned instruments sound like?</u>	<u>Christmas Preparation</u>	<u>Music Traditions</u> <u>What makes an 8 beat melodic phrase?</u>	<u>Western Classical Tradition</u> <u>How have composers been influenced by history?</u>	<u>Popular Music</u> <u>How does music represent different situations?</u>	<u>World War Two Themed Music</u> <u>Why did certain music become popular during WW2?</u>
	We will be listening to a selection of music from different genres and discuss how the music makes us feel. We will use various instruments to create music which evokes a specific mood. We will perform rhythms on tuned and untuned percussion instruments following graphic and staff notation.	We will create music in small groups, with multiple sections that include repetition and contrast and perform our music on tuned and untuned percussion. We will sing two-part seasonal songs, with a sense of ensemble, observing rhythm, phrasing and accurate pitching.	We will listen and compare music from six different musical traditions and identify where given changes occur. We will learn how to plan and compose an 8 beat melodic phrase, incorporating rhythmic variety and interest. We will continue to sing in parts to develop greater ensemble skills.	We will listen to Western Classical Tradition and Film music, and identify percussion, woodwind, strings and brass sections. We will discover how history has inspired composers, and use this knowledge to structure our own musical ideas to perform on various orchestral instruments. We will learn about musical instruments from the Renaissance Period and sing and perform extant music by the Tudors.	We will listen to popular music and learn how to describe how music represents different situations. Using the local environment as a stimulus, we will become more skilled in composing music with multiple sections that include repetition and contrast. We will explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	We will learn about music and songs popularised during World War Two. We will get into the groove by exploring rhythm and melody in singing, movement and dance. We will learn about beat, syncopation, pitch and harmony and take a trip around the world to celebrate the universal language of music. Present a musical awards show, with fanfare, rap, song and famous music, incorporating music key skills and cross-curricular subjects for a year six music assembly.
DT		<u>Sewing - Hand/Glove/Finger Puppets</u> <u>Which stitches are most effective?</u>		<u>Food-celebrating culture and seasonality</u> <u>Which ingredients best compliment a pastry?</u>		<u>Electrical systems</u> <u>How many components would make the model effective?</u>
		We will be discussing different types of sewing and stitching techniques to develop our skills in sewing. We will investigate and research a character from a book or tv show to create a puppet suitable for a 4-5 year old.		We will be evaluating a range of different foods that are available at different times of the year and how seasonality affects price and freshness. We will be testing a range of savoury pastries / quiches before designing and producing our own, using seasonal produce.		We will be creating a working model with an electrical circuit. We will be paying special attention to how the output of the battery can be affected by things such as resistors and bulbs and how to increase power flow.

Art	<p><u>Texture Play</u> <u>Materials – pencils, charcoal and clay</u> <u>Skills – drawing and sculpting</u> <u>Artist – Phoebe Cummings</u> <u>How can we reuse clay in modelling?</u></p>		<p><u>Leaving your mark</u> <u>Material – printing, ink and card</u> <u>Skill – Printing</u> <u>Artist – Coco Davez</u> <u>What is the best technique to create a portrait?</u></p>		<p><u>Urban landscape drawing and painting</u> <u>Materials – pencil, acrylic and watercolour paint</u> <u>Skill – sketching, painting</u> <u>Artist – L S Lowry</u> <u>What scale best conveys the scenery of WW2?</u></p>	
	<p>We will explore the work of artist Phoebe Cummings, to understand her aesthetic outlook and way of working. Our own practices will reflect her recycling of the raw material of her art and explore natural forms, as she does. This exploration of natural forms compliments our science unit for this term: Living Things and their Habitats</p>		<p>We explore the printing style of Davez and how she portrays someone who might be famous but without using their facial features. We use the medium of printing to explore simple designs containing meaningful imagery. We learn the rudiments of printing before designing and producing our own prints, based on portraits inspired by Coco Davez</p>		<p>We develop our skills and understanding of focal point, perspective, scale and style through our study of the art of L S Lowry, in particular that of the years during WW2 and his depiction of urban life in Britain.</p>	
Computing	<p><u>Coding</u> <u>How can we code to affect the outcome?</u></p>	<p><u>Online Safety</u> <u>Blogging</u> <u>What is the purpose of blogging?</u></p>	<p><u>Text Adventures</u> <u>Networks</u> <u>Where are networks and what do we use them?</u></p>	<p><u>Quizzing</u> <u>How can we analyse quizzes?</u></p>	<p><u>Binary</u> <u>What is blogging and why do we use it?</u></p>	<p><u>Spreadsheets</u> <u>How can we use spreadsheets effectively?</u></p>
	<p>Code a simple game which includes text based instructions which give the user different outcomes.</p>	<p>Online safety focused on how we can educate younger children on the basic rules of online safety. The blogging unit introduces shared blogs where pupils have to work collaboratively to produce an informative</p>	<p>In text adventures the pupils will be able to make a story-based adventure game and debugging a game. In networks the pupils will have an understanding of how the internet works and how we access it as a school.</p>	<p>In this unit the pupils will be able to use programs to create a quiz and use databases to evaluate those results.</p>	<p>Pupils will be able to covert numbers to binary using the division by two method.</p>	<p>To create a variety of charts and graphs to understand data, creating different formulae for percentages, averages and add these into spreadsheets.</p>
MFL	<p><u>Phonics 4</u> <u>At school</u> <u>What do you do in the school day?</u></p>	<p><u>Habitats</u> <u>What habitats are there in the world?</u></p>	<p><u>Healthy Lifestyle</u> <u>How do we stay healthy?</u></p>	<p><u>The Weekend</u> <u>What can you do at the weekend?</u></p>	<p><u>Me in the World</u> <u>Where are we in the world?</u></p>	<p><u>World War II</u> <u>What happened in WW2?</u></p>
	<p>We will be learning about the different phonetic rules that make up Spanish. We will also be learning how to talk about our day at school, what different subjects are and how to describe the different things we may encounter during a school day.</p>	<p>We will be learning how to talk about the different habitats a range of animals live in. We will also be learning how to create complex sentences in Spanish and improving our ability to read in Spanish.</p>	<p>We will be learning about the effects of exercise and healthy eating. We will be learning the different names for sports and how to discuss these orally.</p>	<p>We will be learning about the different activities we could take part in over the weekend. We will be learning about what children in Spain might get up to at the weekend and how this is similar to children in the UK.</p>	<p>Using Spanish, we will be learning about our place in the world and how we can look after ourselves.</p>	<p>We will be learning about the effects WW2 on Spain. We will be discussing the different events of WW2 and improving our understanding of the grammatical structures of the Spanish language.</p>