






# JEA Year 6 Curriculum Map 2024-2025











	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Values</b>	<b>Resilience</b> The ability to bounce back after challenges and tough times.	<b>Integrity</b> The ability to act in the correct way, even when no one is looking.	<b>Gratitude</b> The ability to focus on the good in our lives and be thankful.	<b>Democracy</b> The ability to allow everyone to have a voice and opinion.	<b>Diversity</b> The ability to accept and celebrate our differences.	<b>Creativity</b> The ability to see things and express ourselves in different ways
<b>Key Events</b>						
<b>Safeguarding Links</b>						
<b>Assessments</b>		Reading Assessment Maths Assessment Writing Moderation		Reading Assessment Maths Assessment Writing Moderation	SATS	Writing Moderation




Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Reading</b>	Who Let The Gods Out? To Asgard! Hidden Figures The British (serves 60 million) War Horse For the Fallen	Sky Song The Snow Queen Tin The Wonderful Wizard of Oz Welcome to Nowhere Malala Yousafzai The Crooked Sixpence	Cogheart Alice's Adventures in Wonderland The Hunting of the Snark What's So Special about Shakespeare? Macbeth	Deforestation for Palm Oil The Explorer Pig-Heart Boy Marius the Giraffe Killed at Copenhagen Zoo Evolution Revolution Charles Darwin: History's Most Famous Biologist	SATs practise Exam techniques	Novel Study A Midsummer Night's Dream
<b>Safeguarding Links</b>						
 <b>Writing</b>	The Call by Charlotte Mew <b>Focus: Poetry</b>  Alice in Wonderland by Lewis Carroll Chapter 8 'The Queen's Croquet Ground' <b>Focus: Narrative with Dialogue Fiction</b>	The Lion, The Witch and The Wardrobe by CS Lewis – Chapter 1 'Lucy looks into a wardrobe' <b>Focus: Descriptive language Fiction</b>	<b>Year 6 Cracking Writing Unit 5</b> Ancient and Medieval Art by Rosie Dickens Y6 - <b>Focus: Formal information text</b>	SATs Grammar	<b>Focus: Persuasive Letter Non-Fiction</b>  <b>Cracking Writing Unit 9 – What is the World? Focus: Poetry</b>	<b>Cracking Writing Unit 3</b> The Time Machine by HG Wells: 'Into the Future' <b>Focus: Narrative description and dialogue Science Fiction</b>




			<b>Cracking Writing Unit 8 – Where Should Sports Funding Be Aimed? Focus: Discussion</b>			
<b>Safeguarding Links</b>	- Stranger Danger - Road Safety	- Stranger Danger - Road Safety				
 <b>Spelling</b>	<b>Step 1- 6: Challenge Words</b>	<b>Step 7 – 10: Challenge Words</b>  <b>Step 11:</b> Words with the short vowel sound /i/ spelled 'y'  <b>Step 12:</b> Words with the long vowel sound /igh/ spelled 'y'	<b>Step 13:</b> Adding the prefix '-over'  <b>Step 14:</b> Words with the suffix '-ful'  <b>Step 15:</b> Words that can be nouns and verbs  <b>Step 16:</b> Words with an /oa/ sound spelled 'ou' or 'ow'  <b>Step 17:</b> Words with a 'soft c' spelled 'ce'  <b>Step 18:</b> Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	<b>Step 19:</b> Words with the /f/ sound spelled 'ph'  <b>Step 20:</b> Words with origins in other countries and languages  <b>Step 21:</b> Words with unstressed vowel sounds  <b>Step 22:</b> Words with 'cial'/shuhl/ after a Vowel  <b>Step 23:</b> Words with 'tial'/shul/  <b>Step 24:</b> Words beginning with 'acc'	<b>Step 25:</b> Words with the suffix '-ably'  <b>Step 26:</b> Words with the suffix '-ible'  <b>Step 27:</b> Words with the suffix '-ibly'  <b>Step 28:</b> Words ending in '-ent' and '-ence'  <b>Step 29:</b> Words ending in '-er', '-or' and '-ar'  <b>Step 30:</b> Adverbs synonymous with determination	<b>Step 31:</b> Adjectives used to describe settings  <b>Step 32:</b> Adjectives used to describe feelings  <b>Step 33:</b> Adjectives to describe characters  <b>Step 34:</b> Grammar Vocabulary 1  <b>Step 35:</b> Grammar Vocabulary 2  <b>Step 36:</b> Mathematical Vocabulary
<b>Safeguarding Links</b>						

 <p><b>Grammar</b></p>	<p>Lesson 1 – 6 Subordinate clauses Relative Clauses Active Voice Passive Voice Colons and semi colons in lists Bullet points</p>	<p>Lesson 7 – 12 Synonyms Antonyms Standard English Formal and informal vocabulary Structures of informal speech Structures of formal speech</p>	<p>Lesson 13 – 18 Impersonal writing Verbs: subjunctive form Linking paragraphs Semicolons between clauses Colons between clauses Dashes between clauses</p>	<p>Lesson 19 – 24 Ellipsis Hyphens Word classes and homonyms Nouns with suffixes Sentence variation Multi-clause sentences</p>	<p>Lesson 25 – 30 Punctuation to avoid ambiguity Punctuation for effect Varied verb forms Changing tense Standard English: confusing words Layout devices: tables</p>	<p>Writing tasks using analysis sheets.</p>
<p><b>Safeguarding Links</b></p>						
 <p><b>Maths</b></p>	<p>Whiterose, Third Space, Target your Maths, Rising Stars and CGP</p> <p>Place value: Count Place value: Represent Place value: Use and compare Place value: Problems/Rounding Addition &amp; subtraction: Calculations Addition &amp; subtraction: Problems Multiplication &amp; division: Recall/Use Multiplication &amp; division: Calculations Multiplication &amp; division: Problems Multiplication &amp; division: Combined</p>	<p>Whiterose, Third Space, Target your Maths, Rising Stars and CGP</p> <p>Fractions: Recognise and write Fractions: Compare Fractions: Calculations Fractions: Solve problems Decimals: Recognise, write, compare</p>	<p>Whiterose, Third Space, Target your Maths, Rising Stars and CGP</p> <p>Fractions, decimals and percentages Using measures Perimeter, area, volume Ratio and proportion</p>	<p>Whiterose, Third Space, Target your Maths, Rising Stars and CGP</p> <p>Algebra Money Time Present and interpret data Solve statistical problems</p>	<p>Whiterose, Third Space, Target your Maths, Rising Stars and CGP</p> <p>2-D shapes 3-D shapes Angles and lines Position and direction</p>	<p>Whiterose, Third Space, Target your Maths, Rising Stars and CGP</p> <p>Themed projects, consolidation and problem solving.</p>

Safeguarding Links						
 <p><b>Science</b></p>	<p>1. Living things &amp; their habitats. Invertebrate research Creating Keys</p> <p>Keys Living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals.</p> <ul style="list-style-type: none"> <li>- <b>Exploration</b></li> <li>- <b>Classification</b></li> <li>- <b>Observing over time</b> <ul style="list-style-type: none"> <li>- <b>Researching</b></li> </ul> </li> </ul>	<p>2. Animals including humans:</p> <ul style="list-style-type: none"> <li>• Life exists in a variety of forms and goes through cycles. The human body has a number of systems each with its own function.</li> <li>• How your health is influenced by lifestyle choices including diet and exercise.</li> </ul> <ul style="list-style-type: none"> <li>- <b>Pattern seeking</b></li> <li>- <b>Researching</b></li> <li>- <b>Fair testing/comparative testing</b></li> </ul>	<p>3. We're evolving (Evolution and inheritance)</p> <p><i>Children will learn:</i></p> <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring very and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>SATs Revision.</p>	<p>4. Let it shine (Light): Light &amp; sound can be reflected &amp; absorbed and enable us to see &amp; hear. Use the idea that light travels in straight lines from the source into our eyes. Exploration</p> <ul style="list-style-type: none"> <li>- <b>Pattern seeking</b></li> <li>- <b>Comparative testing</b></li> </ul>	<p>5. Electrifying (Electricity): Associate the brightness of a lamp or the volume of a buzzer. Use recognised symbols when drawing circuit diagrams. Compare and give reasons for component functions.</p> <ul style="list-style-type: none"> <li>- <b>Fair testing/comparative testing</b></li> </ul>
Safeguarding Links	Personal Space	Personal Space				
 <p><b>History</b></p>	<p><b>Significant Individual Study</b> <b>Martin Luther King</b> Students are learning about Martin Luther King Jr. to understand the importance of fighting for civil rights and equality.</p> <p><b>WWII</b> <b>History:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>WWII</b> <b>History:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>			<p><b>Victorians</b> The British Empire Queen Victoria and Abdul Karim The social, physical and cultural changes during this period including Industrial Revolution and the railways.</p>	<p><b>Local Study</b> <b>Slough Trading Estate</b> <b>Gerry Andersons</b> puppet studios <b>Ford GT40 Racing car</b> Industry development Migration to Slough for work.</p> 

<b>Safeguarding Links</b>	Stranger Danger Fire Safety Water Safety	Stranger Danger Fire Safety Water Safety				
 <b>Geography</b>			Human geography Trade (Fairtrade)	South America Brazil Rivers, physical and Human features Trade		
<b>Safeguarding Links</b>						
 <b>Art</b>		Drawing: <u>Make my voice heard</u>	Painting and mixed media: <u>Artist study</u>		Sculpture and 3D: <u>Making memories</u>	Craft and design: <u>Photo opportunity</u>
<b>Safeguarding Links</b>	Safety with equipment					
 <b>DT</b>	Design and make a stuffed toy for an evacuee				Design a Victorian playground	Come dine with me. Design and make a three course meal.
<b>Safeguarding Links</b>	Fire Safety Safety whilst using equipment	Fire Safety Safety whilst using equipment				
 <b>RE</b>	Children will learn: Hinduism Kumbh Mela	Children will learn: Judaism Rosh Hashanah and Yom Kippur	Children will learn: Christianity Holy Day (Sunday)	Children will learn: Sikhism Bandi Chhor Divas	Children will learn: Islam Lailat al Miraj	Children will learn: Buddhism Parinirvana
<b>Safeguarding Links</b>	Respecting other faiths and beliefs.	Respecting other faiths and beliefs	Respecting other faiths and beliefs	Respecting other faiths and beliefs	Respecting other faiths and beliefs	Respecting other faiths and beliefs
	<u>PHSE</u> Life skills Choices programme  <u>RHE</u> <b>Being Me in My World</b>	<u>RHE</u> <b>Celebrating Differences</b> Perceptions of normality Understanding disability Power struggles Understanding bullying	<u>RHE</u> <b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in	<u>RHE</u> <b>Healthy Me</b> Taking personal responsibility How	<u>PHSE</u> Secondary school transition  <u>RHE</u> <b>Relationships</b>	<u>PHSE</u> Secondary school transition  <u>RHE</u> <b>Changing Me</b>

<p><u>RHE</u></p>	<p>Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty for girls Puberty for boys Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition</p>
<p><b>Safeguarding Links</b></p>						
 <p><u>PE</u></p>	<p>Get Set 4 PE Football Badminton</p>	<p>Get Set 4 PE Gymnastics Basketball</p>	<p>Get Set 4 PE Netball Fitness</p>	<p>Get Set 4 PE Cricket Dance</p>	<p>Get Set 4 PE Athletics Rounders</p>	<p>Get Set 4 PE Tennis Athletics</p>
<p><b>Safeguarding Links</b></p>						
 <p><u>French</u></p>	<p><b>Actions</b> I’m looking for the pirate Actions In the cupboard More Actions Treasure hunt A treasure hunt</p>	<p><b>In France</b> On the bridge of Avignon Where in France In Paris They speak French French food Croque Monsieur</p>	<p><b>Family</b> My family Describe your family Household tasks A family weekend My birthday party Cinderella</p>	<p><b>A weekend with friends</b> What would you like to do? Would you like? Sleepover Midnight Feast Are you going to the cinema? The sleepover</p>	<p><b>The future</b> I’m going This weekend Tomorrow Comparisons I am The three Billy goat gruff</p>	<p><b>Jobs</b> I want to be an Astronaut Jobs Workplaces The space station At the fire station Paul’s quite day</p>
 <p><u>Music</u> <u>Musical Families</u> <u>Home Activities</u></p>	<p>Unit Topic/Theme: Physical Rhythm Children will learn: Learn some complex hand clapping games and the importance of keeping in time. Use vocal sounds and body percussion to create layered rhythmic patterns. Improve interesting patterns on household items.</p>	<p>Unit Topic/Theme: Winter Celebrations Children will learn: Learn a range of Winter Celebration song from different cultures. Sing confidently to pitch with attention to posture, breathing, diction, dynamics and phrasing</p>	<p>Unit Topic/Theme: Famous Composers Children will learn: Know the main periods of “Classical” music. Learn about the lives and music of a range of famous composers from different periods.</p>	<p>Unit Topic/Theme: Performing Together Children will learn: Combine and perform rhythmic and melodic material as part of a class ensemble. Sing and play songs in two or more parts, play instrumental accompaniments. Develop musical and</p>	<p>Unit Topic/Theme: Song Writer Children will learn: Learning the importance of lyrics in a song. Develop the ability to compose a song with an awareness of the relationship between lyrics and melody.</p>	<p>Unit Topic/Theme: Summer Showcase Children will learn: Help to create an accompaniment for a song Play an instrument in a smaller group with control and awareness of own part amongst others. Learn about stage presence,</p>

	Exploring Sounds sources 2 Music for Film and Television	Learn and be involved with performance organisation and expectations.  Exploring Musical Processes 2  Songs from WWII	Learn to play extracts of famous works.  Exploring pulse and Rhythm 2  The Music of Africa	performance ideas with a sense of understanding how to achieve a quality performance.  Exploring Rounds 2 Rap	Writing lyrics and setting these to a melody conveying a mood, attitude or telling a story.  Exploring Lyrics and Melody 2  Women in Music	effective rehearsal techniques, stage management, and the other roles required for a successful performance.  Performing Together  Looking Back
<b>Safeguarding Links</b>						
 <b>Computing</b>	iJam - iRemix	iProgram – iDevelop	iOffice – iCV	iCreate-iDigital	iCommunicate- iGraphics	iTech-iCSI  Cyber Security
<b>Safeguarding Links</b>	Online Safety	Online Safety				
 <b>Visits/ Visitors</b>						
 <b>Additional Learning Links</b>	<b>Author Study</b> Anthony Horowitz J.R.R Tolkien Terry Pratchett William Shakespeare Michael Morpurgo	<a href="#"><u>Primary Teaching Resources</u></a>				