



# Aston All Saints Curriculum map (Year 6 2024-2025)

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC	MAAFA		Frozen Kingdoms		Britain at war	
Visit	Crucial crew		Church		Residential	
ENGLISH writing	<p><b>Pathways to write unit – Star of Fear of fear, star of hope.</b></p> <p><b>Outcome: Fiction – Flashback story</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely</li> <li>- Use passive verbs</li> <li>- Link ideas across paragraphs using a wider range of cohesive devices</li> <li>- Integrate dialogue to convey character and advance the action</li> <li>- Use a colon to introduce a list</li> <li>- Punctuate bullet points consistently</li> </ul>	<p><b>Pathways to write unit – Can we save the tiger?</b></p> <p><b>Outcome: Report writing – Information, explanation and persuasion hybrid text</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>- Use modal verbs and adverbs to indicate degrees of possibility</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<p><b>Pathways to write unit – The selfish giant</b></p> <p><b>Outcome: Fiction – Classic narrative</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- Distinguish between the language of speech and writing</li> <li>- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>- Use passive verbs</li> <li>- Use semi-colons to mark boundaries between independent clauses</li> </ul>	<p><b>Pathways to write unit – Island</b></p> <p><b>Outcome: Recount – Journalistic report</b></p> <ul style="list-style-type: none"> <li>- Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>- Use a wide range of devices to build cohesion</li> <li>- Use organisational and presentational devices to structure text</li> <li>- Use colons to mark boundaries between independent clauses</li> </ul>	<p><b>Pathways to write unit – Manfish</b></p> <p><b>Outcome: Recount – Biography</b></p> <ul style="list-style-type: none"> <li>- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>- Use a wider range of devices to build cohesion</li> <li>- Use a colon to introduce a list and use semi-colons within lists</li> <li>- Use hyphens to avoid ambiguity</li> </ul>	<p><b>Pathways to write unit – Adventure story, including narrative from different viewpoints</b></p> <ul style="list-style-type: none"> <li>- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>- Identify the audience for and purpose of writing</li> <li>- Choose the appropriate register</li> <li>- Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>
Class story	When we were warriors		Brightstorm		Goodnight Mr Tom	

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ENGLISH Reading	Pathways to read – unit 1 Book - When we were warriors  Alternate with Cracking comprehension texts: <ul style="list-style-type: none"> <li>• The Railway Children</li> <li>• Treasure Island</li> <li>• Just William</li> </ul>	Pathways to read – unit 2 Book - Into the jungle  Alternate with Cracking comprehension texts: <ul style="list-style-type: none"> <li>• Why the whales came</li> <li>• Shine</li> <li>• All in a summer day</li> </ul>	Pathways to read - unit 3 Book – The happy prince and other tales  Alternate with SATs practise	Pathways to read – unit 4 Book – The explorer  Alternate with SATs practise	Pathways to read – unit 5 Book – Great adventurers  Alternate with Cracking comprehension texts: <ul style="list-style-type: none"> <li>• The tempest</li> <li>• Julius Caesar</li> <li>• At last the jousts begin</li> </ul>	Pathways to read – unit 6 Book – Sky chasers  Alternate with Cracking comprehension texts: <ul style="list-style-type: none"> <li>• Boudicca, bringer of victory</li> <li>• How it works a magnetic compass</li> <li>• First aid</li> </ul>
In all reading units, children will learn to: <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied (2e)</li> <li>• Clarify vocabulary</li> <li>• Explore the meaning of words in context (2a)</li> <li>• Read and retrieve</li> <li>• Retrieve, record and present information (2b)</li> <li>• Read and explain: Mastery focus</li> <li>• Summarise the main ideas from more than one paragraph (2c)</li> <li>• Draw inferences (characters' feelings, thoughts and motives) and justify with evidence (2d)               <ul style="list-style-type: none"> <li>- Identify and discuss themes and conventions (2d)</li> <li>- Distinguish between fact and opinion (2d)</li> </ul> </li> <li>• Identify how language, structure and presentation contribute to meaning (2f)</li> <li>• Evaluate authors' language choice, including figurative language (2g)</li> <li>• Make comparisons within and across texts (2h)</li> </ul>						

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MATHS	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Converting Units</li> <li>Ratio</li> </ul>	<ul style="list-style-type: none"> <li>Algebra</li> <li>Decimals</li> <li>FDP</li> <li>Area, perimeter and volume</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Position and Direction</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation</li> </ul>
SCIENCE	<p><b>Circulatory system</b></p> <p>In the Circulatory System project, your child will revisit prior learning about the systems in the human body and the seven life processes. They will explore the role of the circulatory system and its main parts, carrying out research to answer their own questions. They will look closely at the structure, functions and features of the heart. They will learn about the components and functions of blood, making a representation of a separated blood sample</p>		<p><b>Electrical circuits and components</b></p> <p>In the Electrical Circuits and Components project, your child will consolidate their understanding of the components that make up a circuit, such as a lamp, cell, wire and switch. They will make a range of circuits and use symbols to draw circuit diagrams. Your child will learn about electric currents and measure the voltage of different cells. They will discover how cells produce electricity and research questions about cells and batteries. Your child will also learn how the voltage across a circuit affects the performance of different components. They will explore how programmable devices are used in everyday life and create a program to switch a light on and off via a light sensor. They will use the knowledge gained throughout the project to design, make and evaluate a programmable home device.</p>		<p><b>Light theory</b></p> <p>In the Light Theory project, your child will create a mind map to recap their prior learning about light sources, reflectors, day and night, sun safety and shadows. They will observe how light travels in straight lines. They will use their research skills to discover what happens to light when it enters the eye and how this relates to how we see. They will learn about the electromagnetic spectrum, finding out about visible light in detail.</p> <p><b>Evolution and inheritance</b></p> <p>In the Evolution and Inheritance project, your child will learn about the five kingdoms scientists group living things into based on their characteristics. They will discuss what fossils are, revisit how they form and learn about the fossil record before classifying fossils, using what they have learned about the features of living things. Children will discuss the theory of evolution and the scientists who founded it in the 19th century, Charles Darwin and Alfred Russell Wallace, learning that all living things on Earth are related and have gradually changed over time.</p>	

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HISTORY	<p><b>Maafa</b></p> <p>In the Maafa project, your child will learn about Africa today and the ancient kingdoms that thrived on the continent for thousands of years. They will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader. Your child will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will also discover how the people of Britain benefited from the money and goods produced by the slave trade. They will learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa.</p>				<p><b>Britain at war</b></p> <p>In the Britain at War project, your child will learn about the main causes of the First World War and which countries were the major players. They will investigate why so many men volunteered to fight and then sequence the events at the start of the war. Using various sources of evidence, the children will learn about life in the trenches and the consequences of new weaponry. They will listen to first-hand accounts of life on the home front and evaluate the impact of war on everyday life. They will also discover the events that led to the Allied Powers' victory and the consequences of the Treaty of Versailles. The children will also learn about the causes and main events of the Second World War. They will find out how Britain prepared itself for war and the war's impact on civilian life. They will learn about the Battle of Britain and how it proved to be a key turning point for the Allied Powers. They will also hear about Anne Frank and discover what her story tells us about the treatment of Jewish people by the Nazi Party. The children will research the causes and consequences of the end of the Second World War and investigate the legacy of the wars in Britain. Closer to home, the children will research the life of a local First World War hero who sacrificed their life fighting for Britain. They will also investigate the legacy of these global conflicts in the post-war period.</p>	

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GEOGRAPHY	N/A	<p>During the <b>Our Changing World</b> project, your child will revise the features of the Earth and learn more about time zones. They will recall how to use lines of latitude and longitude to pinpoint places on a world map and learn about map scale. They will measure distances on a map and revisit grid references, contour lines and map symbols. Your child will learn about global warming and climate change and discover how climate change and extreme weather affect people worldwide.</p>	<p><b>Frozen kingdoms</b></p> <p>In the Frozen Kingdoms project, your child will learn about the regions of the Arctic and Antarctic. They will learn about the similarities and differences between these two regions, including the climate, landscape and natural resources. They will learn how to use grid references, lines of latitude and longitude, contour lines and symbols to identify the geographical locations of the Arctic and Antarctic, and how these, along with the tilt of the Earth, affect day length and warmth. They will investigate polar oceans to learn how they differ from other oceans on Earth and how climate change increases Earth's temperature and leads to rising sea levels. They will learn about the indigenous people of the Arctic, including how their lives have changed over time, and about the positives and negatives of tourism in Antarctica. They will also learn about classifying animals, animal adaptations and evolution, and polar exploration and discovery.</p>			

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ART & DESIGN	<p>Colour and style - <b>Painting</b></p> <p>This project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.</p> <p>Trailblazers, barrier breakers – <b>drawing</b></p> <p>This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.</p>		<p>Inuit – <b>Printing</b></p> <p>This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.</p> <p>Environmental artists – <b>creating art from recycled materials</b></p> <p>This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.</p>		<p>Distortion and abstraction – <b>painting</b></p> <p>This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting.</p> <p>Bees, beetles and butterflies - <b>Collage</b></p>	
MUSIC	<b>Charanga music scheme</b> - Music and technology	<b>Charanga music scheme</b> - Developing ensemble skills	<b>Charanga music scheme</b> - Recorders	<b>Charanga music scheme</b> - Creative composition	<b>Charanga music scheme</b> - Musical styles connect us	<b>Charanga music scheme</b> - improvising with confidence

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COMPUTING	<p><b>Online safety:</b> Protecting ourselves and recognizing some sign of the dangers online.</p> <p><b>Purple Mash: unit 6.1 Coding</b> – To design and create efficient programs using sequence, selection, repetition and variables</p>	<p><b>Online safety:</b> Commercial risks</p> <p><b>Purple Mash: unit 6.5 text adventures</b> – To explore and modify two kinds of text-based adventure games using two different tools</p> <p><b>Purple Mash: unit 6.6 networks</b> – To find out how information travels over the internet</p>	<p><b>Online safety:</b> Commercial risks</p> <p><b>Purple Mash: Unit 6.9 spreadsheets</b> – To understand the purposes and functionality of a spreadsheet</p>	<p><b>Online Safety:</b> Commercial risks</p> <p><b>Purple Mash: Unit 6.9 spreadsheets</b> – To understand the purposes and functionality of a spreadsheet</p>	<p><b>Online Safety:</b> News and information</p> <p><b>Purple Mash: Unit 6.7 Quizzing</b> – To create and share a variety of quiz formats and consider their suitability and purpose</p>	<p><b>Online Safety:</b> News and information</p> <p><b>Purple Mash: Unit 6.8 Understanding binary</b> – To understand binary as a number system and its purpose and application in computing</p>
PE	<p>Fitness</p> <p>Handball</p>	<p>Gymnastics</p> <p>Basketball</p>	<p>Dance</p> <p>Outdoor and adventurous activities (OAA)</p>	<p>Badminton</p> <p>Tag rugby</p>	<p>Athletics</p> <p>Flexibility, balance and strength</p>	<p>Cricket</p> <p>Tennis</p>

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FOREIGN LANGUAGE	<p>Spanish</p> <p>La Fecha – the date</p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p>	<p>Spanish</p> <p>¿Tienes una mascota? (Do You Have a Pet?)</p> <p>Children will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish.</p>	<p>Spanish</p> <p>La ropa (Clothes)</p> <p>By the end of this unit children will have the knowledge and skills necessary to describe what they are wearing in Spanish.</p>	<p>Spanish</p> <p>En el colegio (At School)</p> <p>In this unit children will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb “to study”, an introduction to time and an expansion of opinions.</p>	<p>Spanish</p> <p>El fin de semana (The Weekend)</p> <p>Children will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p>	<p>Spanish</p> <p>La Segunda Guerra Mundial (World War 2)</p> <p>Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign language. Pupils will learn to ‘gist’ read, listen and understand more of the foreign language by using cognates and language they are familiar with so as to decode unknown language.</p>
RE	<p>Islam.</p> <p>Beliefs &amp; practices – what is the best way for a Muslim to show commitment to God?</p>	<p>Understanding Christianity</p> <p>Kingdom of god - what kind of king is Jesus?</p>	<p>Understanding Christianity.</p> <p>Creation – creation and science, conflicting or complementary?</p>	<p>Sats</p> <p>Non-religious view study</p>	<p>Islam.</p> <p>Beliefs &amp; moral values – does belief in Akhirah (life after death) help Muslim people lead good lives?</p> <p>Confirmation classes</p>	



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PSHE	<b>BM</b> (Being Me in My World) 'Who am I and how do I fit?'	<b>CD</b> (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	<b>DG</b> (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	<b>HM</b> (Healthy Me) Being and keeping safe and healthy	<b>RL</b> (Relationships) Building positive, healthy relationships	<b>CM</b> (Changing Me) Coping positively with change  Transition
DESIGN TECHNOLOGY	N/A	Food for life  This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.	N/A	Engineer  This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.		Make do and mend  This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.