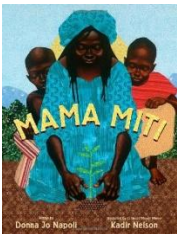
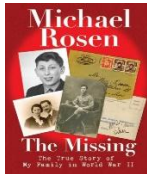

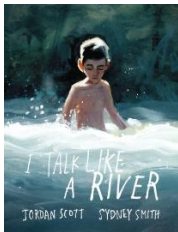
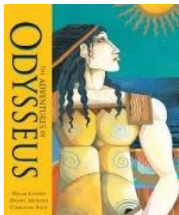



	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Year 6	<p><b>‘Mama Miti: Wangari Maathai &amp; the Trees of Kenya’</b> Donna Jo Napoli, Kadir Nelson</p> 	<p><b>‘The Missing: The True Story of My Family in World War II’</b> Michael Rosen <b>‘On the Move: Poems about Migration’</b> Michael Rosen, Quentin Blake</p> 	<p><b>‘Tom’s Midnight Garden: A Graphic Novel Adaptation’</b> Philippa Pearce, Edith</p> 	<p><b>‘I Talk Like a River’</b> Jordan Scott, Sydney Smith</p> 	<p><b>‘The Adventures of Odysseus’</b> Hugh Lupton &amp; Daniel Morden, Christina Balit</p> 	<p><b>‘Running on Empty’</b> S E Durrant, Rob Biddulph</p> 
Human Theme	Sustainability & Care	Empathy & Kindness	Family & Friendship	Compassion & Celebrating difference	Overcoming setbacks	Dreams & Change
Literary Form	Literary Non-fiction — Biography	Non-fiction & Poetry	Graphic novel adaptation of a classic	Picture book	Myth – an epic tale	Contemporary novel
National Curriculum Cross-curricular links	<p><b>History:</b> Kenyan society; Maathai biography; Nobel Peace Prize speeches.</p> <p><b>Maths:</b> Temperature, rainfall.</p> <p><b>Geography:</b> Urban, coastal &amp; rural comparison; sustainable farming; wealth distribution; lakes, craters.</p> <p><b>Science:</b> Habitat; adaptation; growth; deforestation; water cycle; life cycle.</p> <p><b>Art &amp; Design:</b> Masai beading; wood sculpture; illustration of Kadir Nelson.</p> <p>Design &amp; Technology: berry recipes &amp; cookbook; campfire; zoetrope.</p> <p><b>PSHE:</b> Nature &amp; well-being; resilience</p>	<p><b>History:</b> Holocaust &amp; World War II; racism &amp; nationalism.</p> <p><b>Computing:</b> Use video editing software to record and then prepare poetry performances</p> <p><b>Music:</b> Music in the lives of those affected by the Holocaust.</p> <p><b>PSHE:</b> Social justice &amp; moral responsibility; our behaviour can affect local, national, global issues; democracy.</p>	<p><b>Art:</b> Artistic interpretations of gardens &amp; horticulture; botanical drawing; garden sculpture; interior design especially present-day &amp; Victorian eras.</p> <p><b>History:</b> Victorians; changes in housing; critique primary sources.</p> <p><b>Science:</b> Parts, life cycle &amp; requirements of plants; time &amp; time travel, clock &amp; solar time, seasons.</p> <p><b>PSHE:</b> Gender roles</p>	<p><b>Art:</b> Explore the artwork of Sydney Smith; watercolour techniques.</p> <p><b>Geography:</b> Physical geographical features of riverside; rivers as natural resource &amp; habitat; comparative study; maps &amp; river-associated symbols.</p> <p><b>D&amp;T:</b> Technology to support inclusion.</p> <p><b>Music:</b> Music inspired by nature, rivers.</p> <p><b>PSHE:</b> Anxiety, embarrassment, loneliness, anger, frustration, relief; citizenship; behaviour affects others.</p>	<p><b>History:</b> Tools, transportation, communication &amp; governance in Ancient Greece; role of art in recording history.</p> <p><b>Art &amp; Design:</b> Ancient &amp; contemporary Greek art, design, architecture.</p> <p><b>Geography:</b> Settlement, culture &amp; society of ancient &amp; contemporary Greece; Greek Mainland &amp; Islands; coastal, rural &amp; urban areas; natural resources.</p> <p><b>Design &amp; Technology:</b> Technological developments &amp; processes.</p> <p><b>Music:</b> Solo &amp; ensemble performances.</p>	<p><b>Science:</b> Heart &amp; circulatory system; effects of exercise on the body, measuring pulse rates.</p> <p><b>Geography:</b> Geographical similarities &amp; differences through human &amp; physical geography of London’s East End &amp; a region of Canada or with locality.</p> <p><b>Music:</b> Links with Jackson Browne’s ‘Running on Empty’; lyrics as a means of expressing emotions.</p> <p><b>History:</b> Development &amp; design of London’s Olympic Park; wider history of the Olympics Games.</p> <p>Art &amp; Design: design in sport: logos, materials &amp; engineering</p>

YEAR 6 POWER OF READING CURRICULUM MAP 2024 - 2025

				<b>History:</b> Figures who overcame challenges; equality law.		
<b>Reading: Experience, Knowledge, Skills and Strategies</b>	Respond to illustration & multimedia Ask, answer and evaluate questions Close read Consider distinctive style & tone of non-fiction Make predictions Evaluate and summarise Make personal connections Infer & deduce Identify bias	Support fluency with rhythm & rhyme Develop fluency through performance Visualise Make personal connections Develop personal, critical & evaluative response Look at Language Form intertextual links Make predictions Evaluate and summarise	Respond to illustration and multimedia Visualise Make predictions Compare characters Make personal connections Infer & deduction Form intertextual links Look at language Introduction of aspects of KS3 curriculum by reading 1958 text	Ask, answer and evaluate questions Close read Make predictions Evaluate & summarise Infer & deduce Responding to illustration Link text and illustrations Develop fluency through performance Develop personal, critical & evaluative response	Visualise Make predictions Evaluate and summarise Infer & deduce Consider distinctive tone and content of traditional tales Form intertextual links Look at language	Ask, answer and evaluate questions Close read Make predictions Evaluate and summarise Infer & deduce Compare characters Form intertextual links Identify bias
<b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b>	Non-fiction explanatory voice <b>Passive and active voice</b> Adverbs or modal verbs for degrees of possibility <b>Range of layout devices (e.g., headings, columns, tables)</b> Paragraphs to organise ideas Present perfect tense consistency Formation of verbs using suffixes (-ate, -ise, -ify) <b>Semi-colon, colon and dash to mark clauses and / or in lists</b> <b>Explore levels of formality</b>	<b>Bullet points to list information</b> <b>Passive and active voice</b> <b>Range of layout devices (e.g., headings, columns, tables)</b> <b>Synonyms &amp; antonyms</b> Figurative language, including metaphor, simile, personification <b>Punctuation for effect, clarity &amp; cohesion</b> <b>Devices to build cohesion within a paragraph</b> <b>Explore levels of formality</b>	Fronted adverbials & conjunctions in co-ordinating clauses <b>Subjunctive forms</b> Adverbs or modal verbs for degrees of possibility Expanded verb, adverbial & noun phrases <b>Explore levels of formality</b> <b>Compare standard English forms and spoken forms</b> <b>Devices to build cohesion within a paragraph</b> <b>Passive and active voice</b>	Adverbials of time, place & number Alliteration Expanded noun phrase First person narrative voice Fronted adverbials & conjunctions in co-ordinating & relative clauses Prepositional phrases Present tense <b>Punctuation for effect, clarity &amp; cohesion</b> Repetition for impact <b>Semi-colon, colon and dash to mark clauses / in lists</b> Tense choices Verb prefixes (e.g., dis-, de-, mis-, re-)	Traditional tale voice Commas to clarify or avoid ambiguity Progressive form of verbs to mark actions in progress Formation of verbs using suffixes (-ate, -ise, -ify) Brackets, dashes or commas to indicate parenthesis <b>Explore levels of formality</b> Adverbials of time, place & number Fronted adverbials and conjunctions in co-ordinating & relative clauses <b>Devices to build cohesion within a paragraph</b> Morphology – plurals Apostrophe for plural possession	<b>Explore levels of formality</b> <b>Compare standard English forms and spoken forms</b> Conjunctions & fronted adverbials <b>Subjunctive forms</b> <b>Semi-colon, colon and dash to mark clauses</b> Direct speech with punctuation <b>Devices to build cohesion within a paragraph</b> Commas & parenthesis to clarify meaning <b>Passive and active voice</b>
<b>Extended Writing Outcome</b>	Science Investigation Summative Report Instruction Manual Persuasive speech	Letter & persuasive writing Poetry inspired by collection (Auto)biographical writing	Documentary script Comic book narrative Diary writing	Alphabet book Self-initiated writing Non-fiction to inform or persuade	Newspaper article Speech writing Narrative in graphic form	Manifesto for equality Stream of consciousness writing Continuation of narrative