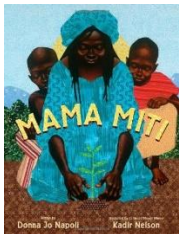
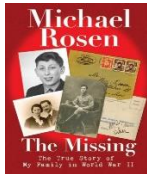

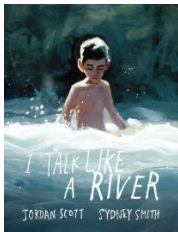
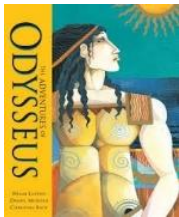



YEAR 6 POWER OF READING CURRICULUM MAP 2024 - 2025

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Year 6 2024 - 2025	<p>'Mama Miti: Wangari Maathai & the Trees of Kenya' Donna Jo Napoli, Kadir Nelson</p> 	<p>'The Missing: The True Story of My Family in World War II' Michael Rosen 'On the Move: Poems about Migration' Michael Rosen, Quentin Blake</p> 	<p>'Tom's Midnight Garden: A Graphic Novel Adaptation' Philippa Pearce, Edith</p> 	<p>'I Talk Like a River' Jordan Scott, Sydney Smith</p> 	<p>'The Adventures of Odysseus' Hugh Lupton & Daniel Morden, Christina Balit</p> 	<p>'Running on Empty' 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>History: Kenyan society; Maathai biography; Nobel Peace Prize speeches.</p> <p>Maths: Temperature, rainfall.</p> <p>Geography: Urban, coastal & rural comparison; sustainable farming; wealth distribution; lakes, craters.</p> <p>Science: Habitat; adaptation; growth; deforestation; water cycle; life cycle.</p> <p>Art & Design: Masai beading; wood sculpture; illustration of Kadir Nelson.</p> <p>Design & Technology: berry recipes & cookbook; campfire; zoetrope.</p> <p>PSHE: Nature & well-being; resilience</p>	<p>History: Holocaust & World War II; racism & nationalism.</p> <p>Computing: Use video editing software to record and then prepare poetry performances</p> <p>Music: Music in the lives of those affected by the Holocaust.</p> <p>PSHE: Social justice & moral responsibility; our behaviour can affect local, national, global issues; democracy.</p>	<p>Art: Artistic interpretations of gardens & horticulture; botanical drawing; garden sculpture; interior design especially present-day & Victorian eras.</p> <p>History: Victorians; changes in housing; critique primary sources.</p> <p>Science: Parts, life cycle & requirements of plants; time & time travel, clock & solar time, seasons.</p> <p>PSHE: Gender roles</p>	<p>Art: Explore the artwork of Sydney Smith; watercolour techniques.</p> <p>Geography: Physical geographical features of riverside; rivers as natural resource & habitat; comparative study; maps & river-associated symbols.</p> <p>D&T: Technology to support inclusion.</p> <p>Music: Music inspired by nature, rivers.</p> <p>PSHE: Anxiety, embarrassment, loneliness, anger, frustration, relief; citizenship; behaviour affects others.</p>	<p>History: Tools, transportation, communication & governance in Ancient Greece; role of art in recording history.</p> <p>Art & Design: Ancient & contemporary Greek art, design, architecture.</p> <p>Geography: Settlement, culture & society of ancient & contemporary Greece; Greek Mainland & Islands; coastal, rural & urban areas; natural resources.</p> <p>Design & Technology: Technological developments & processes.</p> <p>Music: Solo & ensemble performances.</p>	<p>Science: Heart & circulatory system; effects of exercise on the body, measuring pulse rates.</p> <p>Geography: Geographical similarities & differences through human & physical geography of London's East End & a region of Canada or with locality.</p> <p>Music: Links with Jackson Browne's 'Running on Empty'; lyrics as a means of expressing emotions.</p> <p>History: Development & design of London's Olympic Park; wider history of the Olympics Games.</p> <p>Art & Design: design in sport: logos, materials & engineering</p>

YEAR 6 POWER OF READING CURRICULUM MAP 2024 - 2025

				History: Figures who overcame challenges; equality law.		
Reading: Experience, Knowledge, Skills and Strategies	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
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Non-fiction explanatory voice Passive and active voice Adverbs or modal verbs for degrees of possibility Range of layout devices (e.g., headings, columns, tables) Paragraphs to organise ideas Present perfect tense consistency Formation of verbs using suffixes (-ate, -ise, -ify) Semi-colon, colon and dash to mark clauses and / or in lists Explore levels of formality	Bullet points to list information Passive and active voice Range of layout devices (e.g., headings, columns, tables) Synonyms & antonyms Figurative language, including metaphor, simile, personification Punctuation for effect, clarity & cohesion Devices to build cohesion within a paragraph Explore levels of formality	Fronted adverbials & conjunctions in co-ordinating clauses Subjunctive forms Adverbs or modal verbs for degrees of possibility Expanded verb, adverbial & noun phrases Explore levels of formality Compare standard English forms and spoken forms Devices to build cohesion within a paragraph Passive and active voice	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 Punctuation for effect, clarity & cohesion Repetition for impact Semi-colon, colon and dash to mark clauses / in lists 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 Explore levels of formality Adverbials of time, place & number Fronted adverbials and conjunctions in co-ordinating & relative clauses Devices to build cohesion within a paragraph Morphology – plurals Apostrophe for plural possession	Explore levels of formality Compare standard English forms and spoken forms Conjunctions & fronted adverbials Subjunctive forms Semi-colon, colon and dash to mark clauses Direct speech with punctuation Devices to build cohesion within a paragraph Commas & parenthesis to clarify meaning Passive and active voice
Extended Writing Outcome	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