# Year 6 Curriculum Map

| | Autumn | Spring | Summer |
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| **Reading**<br><br>A range of texts covered from the list provided | • Who Let the Gods Out – M. Evans<br>• The Day the Crayons Quit – D. Daywalt<br>• Sound Collector – R. McGough<br>• Greek Myths and Legends for young children – H.Amery & L.Edwards.<br>• Mythological Monsters of Ancient Greece – S.Fanelli.<br>• Greek Myths –Retold and illustrated by M.Williams.<br>• Varmints – digital text<br>• King Midas & Archne - Literacy Shed<br>• BBC Teach – KS2 Ancient Greece digital text<br>• The Battle of Marathon: The History Channel - Digital Text<br>• Ancient Athens – Literacy Shed.<br>• WW1- The Christmas Truce- Literacy Shed.<br>• Non-fiction information texts: Habitats, evolution and inheritance, Ancient Greeks, Greece, Hinduism<br><br>**Guided Reading:**<br>Viking Boy – T Bradman<br>Room 13 – R. Swindells<br>Cogheart – P. Bunzi<br>Sleeping Sword – M.Morpurgo. | • Letters from a Lighthouse – E. Carroll<br>• Friend or Foe – M.Morpurgo.<br>• Rose Blanche – I McEwan<br>• Diary of Ann Frank – A.Frank.<br>• My Secret War Diary – M. Williams<br>• Scott of the Antarctic – E. Dowdeswell.<br>• The Piano – Literacy Shed.<br>• Environmental Issues and Animal Welfare/ Endangered Species - newspaper articles, documentaries<br>• Non-fiction information texts: WW1 and WW2, Electricity, Light, Henry Moore<br><br>**Guided Reading:**<br>Carrie's War – N. Bawden<br>Machine Gunners – R.Westall.<br>Our Castle by the Sea – L.Strange.<br>Hitler Stole my Pink Rabbit – J. Kerr. | • Kensuke's Kingdom – M. Morpurgo<br>• Brightstorm – V. Hardy<br>• Shackleton's Journey – William Grill.<br>• Ice trap: Shackleton's Incredible Expedition – M. Hooper & M.P Robertson.<br>• You Wouldn't Want to be on Shackleton's Polar Expedition! – J.Green<br>• Who was Ernest Shackleton? – J.Buckley<br>• Macbeth – Shakespeare<br>• Shakespeare - Macbeth – Three witches (Performance Poetry clip)<br>• BBC Teach – Macbeth.<br>• Alma - Digital Text<br>• Titanium – Digital Text.<br>• Non-fiction information texts: Human Body: heart, circulation, Healthy Lifestyles, Explorers – Shackleton, Ancient civilisations, Early Islamic Civilisation |
| **Writing** | The Day the Crayons Quit - Informal Letter<br><br>Varmints - Descriptive writing – characterisation, settings atmosphere. | Stories: wide range of narratives, genres, stories with flashbacks –<br>A veteran never forgets/ The Piano – flashback | Titanium – Newspaper reports using shifts in formality<br><br>Mystery Stories – Alma |

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| | Poetry – writing and interpreting – elements of imagery – Sound Collector.<br><br>Non-chronological reports – How to care for a Mythical Creature.<br><br>Persuasive writing/Information leaflets – Places – Venice and Greece.<br><br>Formal Writing – WW1 letter home | Diaries and recounts - retells, eye-witness account – Rose Blanche.<br><br>Instructions – How to escape enemy territory<br><br>Balanced arguments and debating skills– Should the circus ban the use of animals in its performances? | Descriptive writing – characterisation, settings atmosphere- cliff hanger story.<br><br>Macbeth – Story using narrative/dialogue.<br><br>Biographical writing: Explorers - Shackleton<br><br>Informal writing: postcards – Kenzuke's Kingdom |
| **Maths** | **Place Value**<br>• Place value: secure place value, rounding to 10,000,000,<br>• Negatives numbers, number sequences, and estimate by approximation.<br>• Round any number to 10, 100, 1000 and within a context.<br>• Compare and order and any number.<br>**Four Operations.**<br>• Written Methods: addition and subtraction with more than 4 digits.<br>• Inverse operations for addition and subtraction.<br>• Multi-step addition and subtraction problems.<br>• Add and subtract integers.<br>• Multiplication up to 4 digits by 1 digit and up to 4 digits by 2 digits.<br>• Short division up to 4 digits by 1 digit including division with remainders.<br>• Long division up to 4 digits by 2 digits including remainders.<br>• Inverse operations for multiplication and division using approximations.<br>• Identify factors, common factors & multiples.<br>• Square and cube numbers and primes.<br>• Order of operations (Bodmas/Bidmas).<br>• Mental calculations and reason from known facts. | **Decimals**<br>• Decimals up to 2.d.p<br>• Understand thousandths<br>• Three decimal places.<br>• Multiply and divide by 10,100,1000.<br>• Multiply and divide decimals by integers.<br>• Division to solve problems.<br>• Decimals as fractions<br>• Fractions to decimals.<br>Percentages.<br>• Understand percentages<br>• Fractions to percentages<br>• Equivalent FDP.<br>• Order FDP<br>• Percentages of an amount.<br>• Percentages – missing values.<br>**Algebra**<br>• Find a rule – one step<br>• Find a rule – two step<br>• Forming an expression.<br>• Substitution<br>• Formulae<br>• Forming Equations.<br>• Solve simple one-step equations<br>• Solve two step equations.<br>• Find pairs of values.<br>**Measure – Imperial & Metric**<br>• Metric Measures | **Geometry – Properties of Shapes.**<br>• Measure with a protractor.<br>• Draw lines and angles accurately<br>• Introduce angles.<br>• Angles on a straight line.<br>• Angles around a point.<br>• Calculate angles.<br>• Vertically opposite angles.<br>• Angles in a triangle – special cases.<br>• Angles in a triangle – missing angles.<br>• Angles in special quadrilaterals.<br>• Angles in regular polygons.<br>• Draw shapes accurately.<br>• Draw shapes of 3-D shapes.<br>**Problem Solving.**<br>• Problem solving – Place Value.<br>• Problem solving – Negative numbers.<br>• Problem solving – Addition and subtraction.<br>• Problem solving – Four operations.<br>• Problem solving – Fractions.<br>• Problem solving – Decimals.<br>• Problem Solving – Percentages.<br>• Problem Solving – Ratio & proportion.<br>• Problem Solving – Time.<br>• Problem solving – Position and direction. |

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| | **Fractions**<br>• Equivalent Fractions.<br>• Simplify fractions.<br>• Improper fraction to Mixed Numbers and vice versa.<br>• Fractions on a number line.<br>• Compare and order fractions using the denominator and numerator.<br>• Addition and subtraction of simple fractions and those with mixed numbers.<br>• Simple division and multiplication of fractions.<br>• Multiply and divide fractions by integers.<br>• Fractions of amount and find the whole.<br>**Geometry – Position and direction.**<br>• The first quadrant.<br>• Four quadrants.<br>• Translations.<br>• Reflections. | • Convert metric measures<br>• Calculate with metric measures<br>• Miles and kilometres<br>• Imperial measures.<br>**Measure – Area, Perimeter & Volume.**<br>• Shapes same area.<br>• Area and perimeter.<br>• Area of a triangle<br>• Area of a parallelogram<br>• What is volume?<br>• Volume counting cubes<br>• Volume of a cuboid<br>**Ratio and Proportion.**<br>• Using Ratio language.<br>• Ratio and fractions.<br>• Introducing the ratio symbol.<br>• Calculating ratio.<br>• Using scale factors.<br>• Calculating scale factors.<br>• Ratio and proportion problems<br>**Statistics**<br>• Line graphs<br>• Circles<br>• Read and interpret pie charts.<br>• Draw pie charts.<br>• The Mean. | • Problem solving – properties of shapes.<br>**Consolidation, investigations and preparation for KS3.**<br>• Mathematical investigations: investigations, puzzles – group challenges – relating to real life problems.<br>• Money Week. |

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<tr><td>Science</td><td>Living things and their habitats<br>LTH1 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals<br>LTH2 give reasons for classifying plants and animals based on specific characteristics<br><br>Evolution and inheritance<br>EI1 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>EI2 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>EI3 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</td><td>Electricity<br>E1 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>E2 compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>E3 use recognised symbols when representing a simple circuit in a diagram<br><br>Light<br>L1 recognise that light appears to travel in straight lines<br>L2 use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye<br>L3 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes<br>L4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</td><td>Animals including humans<br>AIH1 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>AIH2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>AIH3 describe the ways in which nutrients and water are transported within animals, including humans</td></tr>
<tr><td></td><td colspan="3"><u>Working Scientifically</u><br>WS1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>WS2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>WS3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>WS4 using test results to make predictions to set up further comparative and fair tests<br>WS5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>WS6 identifying scientific evidence that has been used to support or refute ideas or arguments.</td></tr>
<tr><td>Computing</td><td>Purple Mash Scheme of Work Y6<br><u>Unit 6.1: Coding - Hour of code</u><br>Design a playable game with a timer and a score.<br>Plan and use selection and variables.<br>Understand how the launch command works<br>Use functions and understand why they are useful.<br>Understand how functions are created and called.<br>Use flowcharts to create and debug code.<br>create a simulation of a room in which devices can be controlled.</td><td>Purple Mash Scheme of Work Y6<br><u>Unit 6.2: Online Safety Links with E-Safety day in February.</u><br>Identify benefits and risks of mobile devices broadcasting the location of the user/device.<br>Identify secure sites by looking for privacy seals of approval.<br>Identify the benefits and risks of giving personal information.<br>Review the meaning of a digital footprint.<br>Have a clear idea of appropriate online behaviour.</td><td>Purple Mash Scheme of Work Y6<br><u>Unit 6.4: Blogging</u><br>Identify the purpose of writing a blog.<br>Identify the features of a successful blog.<br>Plan the theme and content for a blog.<br>Understand how to write a blog and a blog post.<br>Consider the effect upon the audience of changing the visual properties of the blog.<br>Understand how to contribute to an existing blog.<br>Understand how and why blog posts are approved by the teacher.<br>Understand the importance of commenting on blogs<u>.</u></td></tr>
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| | Understand how user input can be used in a program.<br>Understand how 2Code can be used to make a text-adventure game.<br><br>**Unit 6.3: Spreadsheets**<br>Use a spreadsheet to investigate the probability of the results of throwing many dice.<br>Use a spreadsheet to calculate the discount and final prices in a sale.<br>Use a spreadsheet to plan how to spend pocket money and the effect of saving money.<br>Use a spreadsheet to plan a school charity day to maximise the money donated to charity. | Begin to understand how information online can persist.<br>Understand the importance of balancing game and screen time with other parts of their lives.<br>Identify the positive and negative influences of technology on health and the environment.<br><br>**Unit 6.5: Text Adventures**<br>Find out what a text adventure is.<br>Use 2Connect to plan a story adventure.<br>Make a story-based adventure using 2Create a Story.<br>Introduce an alternative model for a text adventure which has a less sequential narrative.<br>Use written plans to code a map based adventure in 2Code. | **Unit 6.6: Networks**<br>Learn about what the Internet consists of.<br>Find out what a LAN and a WAN are.<br>Find out how the Internet is accessed in school.<br>Research and find out about the age of the Internet.<br>Think about what the future might hold.<br><br>**Unit 6.7 - Quizzing**<br>Create a picture-based quiz for young children.<br>Learn how to use the question types within 2Quiz.<br>Explore the grammar quizzes.<br>Make a quiz that requires the player to search a database.<br>Make a quiz to test your teachers or parents. |
| | Throughout the year:<br>• Research – Internet and Microsoft Word, Publisher and PowerPoint<br>• PowerPoint presentations<br>• Keyboard skills: practising key skills in Maths and English and presenting research and own work- TT Rockstars, Maths Shed and Spelling Shed and Purple Mash and First News.<br>• Internet safety & online-safety. | | |
| **History** | **Ancient Greeks: a study of Greek life and achievements and their influence on the western world.**<br><br>Draw a timeline and place features of historical events and people from past societies and periods in a chronological framework.<br>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.<br>Make links between some of the features of past societies (e.g. religion, houses, society, technology, education).<br>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.<br>Recognise and describe differences and similarities/ changes and continuity between different periods of history.<br>Describe how some of the historical events studied from the past affect/influence life today. | **Studying an aspect of British History that extends pupils' chronological knowledge beyond 1066.**<br>**(Literacy based topic –using texts linked to the World at War during the 20th Century).**<br><br>**The World at War**<br><br>**The impact of World War 1 and 2 upon the lives of individuals**<br><br>Order significant events and dates relating to specific periods in history on a timeline, describe events and periods using words such as 'centuries' 'decades', show changes on a timeline, explain why certain events happened as they did and the impact on everyday lives, explore the notion of different accounts and viewpoints.<br><br>Research what it was like in specific periods in history and use photographs and illustrations to present their findings. | **A non-European society that provides contrasts with British history – early Islamic civilisation, including a study of Baghdad c. AD 900**<br><br>confidently use dates and historical language in their work, including 'BC', 'AD', 'decades', 'centuries'<br>draw a timeline and place features of historical events and people from past societies and periods in a chronological framework<br>order significant events, cultural movements and dates on a timeline<br>identify and explain changes across a period in history, using chronological links and historical terms<br>identify and compare changes within and across different periods, describing and making links, noting connections, contrasts and trends over time<br>show increasing depth of factual knowledge and understanding of British and world history |

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| | Recognise the part that archaeologists have had in helping us understand more about what happened in the past.<br>Explore the idea that there are different accounts of history and give reasons why there may be different accounts.<br>Interpret the past actions, through role play such as hot seating.<br>**I**nvestigate own lines of enquiry by posing questions to answer.<br>Understand and use the concept of legacy, including dynasties. | Give more than one reason to support an historical argument.<br><br>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. | understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain<br>use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and identify the most useful sources for a particular task<br>give more than one reason to support an historical argument<br>choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions<br>look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint<br>make connections with different periods in history give reasons for change through analysing evidence<br>interpret the past using a range of concepts and ideas<br>speculate and hypothesise about the past, formulating their own theories about reasons for change. |
| **Geography** | **Geographical skills and Locational Knowledge:**<br>Continue developing familiarity with world maps, key physical and human characteristics.<br><br>Identifying the position and significance of the longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian.<br><br>Continued familiarisation with world maps<br>Reading and using key on maps. | **Geographical skills and Locational Knowledge:**<br>Continued familiarisation with world maps – links to places visited, countries and continents<br><br>Reading and using key on maps.-Locate and name deserts on map.<br><br>Explore how the boundaries of countries have changed | **Place Knowledge and Human and Physical Geography:**<br>Study of an Island – geographical features, life on an island, economic activity, land use, types of settlement<br>• Ordnance Survey<br>• Creating own maps<br>• Reading and using key on maps<br>• Grid references 4 & 6 figures<br>• Compass points<br>Planning a GAP year – dream journey around the World –Links to Kenzuke's kingdom. |
| **Art** | **<u>Ancient Greeks</u>**<br>***Greek Architecture*** *– Observational drawings – line drawings, pencil, pen, detail, design, pattern, shape,*<br>*Greek columns - large scale charcoal and chalk column drawings, tone to explore detail and shape, form* | **<u>World at War</u>**<br>Observational drawing – researching and designing propaganda posters, scale and proportion<br><br>***Artist study: Henry Moore – WWII commissions (c1941)*** | **<u>Explorers</u>**<br>**Observational drawings** – drawing landscapes, perspectives, sea shells – observational studies in pencil, pen and ink, use of view finders, enlarged detail, textures, use of hatching, scribbling, stippling, and blending to create light/ dark lines. |

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| | *Small scale watercolour / ink drawings with colour wash – detail, texture*<br><br>***Greek pottery***, designs, Greek life, clay, papier mache<br>3D sculpture, shapes, form and model<br>Detail – embellish pots<br>Wax resist designs, experimenting with surfaces, scratching designs into surfaces<br><br>***Artists – Greek Architecture from different historical era and culture*** | facial expressions, portraits, emotions, colour – darkness, mixing, tone and shade<br>poster paint, chalk, oil pastels, wax crayons<br><br>**Artist study: Banksy** – anonymous English street artist, political activist<br><br>**<u>Exploring feelings, Being Me</u>**<br>Observational drawings – self-portraits, line, pencil, pen<br>Exploring emotion – pattern, design, colour, manipulating images, expression, emotion, mood<br>***Digital media – manipulating images*** | Watercolour/ ink wash – pen detail, colour, line, shape, light<br><br>**Print:** overlaying colours – 3 colour printing, overlay prints with mixed media, print on range of materials<br><br>***Artist study: Surrealism*** – ***Salvador Dali -*** Imaginary landscapes, fantasy |
| **Design Technology** | **Cooking and nutrition – Ancient Greeks**<br>**Design, make and evaluate Greek Yoghurt**<br><br>Explain that food is grown, reared and caught in the UK, Europe and the wider world.<br>Explain why seasons may affect the food available.<br>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.<br>Find out how different food and drink contain different substances – nutrients, water and fibre – that are needed for health.<br>Explain how food is processed into ingredients that can be eaten or used in cooking.<br>Investigate how much products cost to make.<br>Prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source.<br>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.<br>Explore how recipes can be adapted to change the appearance, taste, texture and aroma.<br>Understand that a recipe can be adapted by adding or substituting one or more ingredients. | **Construction – Design, make and evaluate using electrical systems.**<br><br>**F**ind a fault in a simple circuit and correct it and explain how to avoid making short circuits.<br>Use a computer control program with an interface box or standalone control box to physically control output devices e.g. bulbs and buzzers.<br>Make and use a variety circuits to physically control output devices.<br>Test and use switches that control output devices.<br>Develop a design brief using battery-powered products, understanding the purpose and consumer.<br>Analyse how well products work to achieve their purposes and meet user needs and wants.<br>Use learning from science and maths to help design and make products that work.<br>Explain how more complex electrical circuits and components can be used to create products.<br><br>Links to WW2 – sending signals, air raid sirens/messages/Morse code?<br><br>**Continue to learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products:**<br>The Wright Brothers, Montgolfier, Giffard | **Construction - Explorers and Adventurers**<br>**Design, make and evaluate a shelter for a purpose.**<br><br>Identify the needs, wants, preferences and values of particular individuals and groups.<br>Develop a simple design specification to guide our thinking.<br>Select and use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate our ideas.<br>Explore how sustainable the materials in products are.<br>Select tools and equipment and explain our choices in relation to the skills and techniques we will be using.<br>Reinforce and strengthen a 3D framework.<br>Accurately assemble, join and combine materials and components.<br>Consider the views of others, including intended users, to improve our work.<br>Critically evaluate the quality of the design, manufacture and fitness for purpose of our products as they design and make. |

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| | | WW2 links: Colossus, the first computer at Bletchley Park. Invented as a way to speed up cracking the codes. | |
| **RE** | **Why, where and how do Hindus worship?**<br>Characteristics and qualities: Determine the characteristics and qualities that form a person's unique identity.<br>Hindu gods and goddesses: Explore the concept of God and research the qualities of God represented by gods and goddesses in Hinduism. Explore how the gods are worshipped in Hinduism.<br>Worship: What is worship? How and why do people worship?<br>Hindu worship in the home: The Hindu shrine and the practice of puja and its importance in Hindu worship.<br>Hindu worship in the Mandir: The features and role of the Mandir in Hindu worship.<br><br>**Can religions help to build a fair world?**<br>Justice and injustice: Is it fair? What does it mean to treat people unfairly? How does it feel? What do the terms justice and injustice mean? Identify examples of injustice in the world today.<br>Poverty: What is poverty? How does it affect people's lives? Is it fair? Enquire into the work of Samaritan's purse and its work to stop the injustice of poverty. Design and create a shoe box to give to others, as part of the charity's Christmas Appeal.<br>The Good Samaritan: Enquire into Christian teachings about helping others. The story of the Good Samaritan and the commandment, 'Love your neighbour' and their impact on Christians today. Explore the concept of shared humanity.<br>Charity work: Research the work of charities from religion and belief that are working to fight injustice in the world. | **How are faith communities represented in the UK?**<br>The United Kingdom: To determine the four countries that make up the United Kingdom, their distinctive features and characteristics.<br>The diversity of religious traditions and cultures represented in the UK. Enquire into their distinctive beliefs and practices. Look at statistics that show the representation of faith communities across the UK.<br>Research one religious tradition represented in the UK. Enquire into how that community practise their faith. Explore how life in the UK affects how they practise their faith.<br>British values: To determine what British values are and how they might influence how we act towards others.<br><br>**How do Christians follow Jesus?**<br>The Christian lifestyle: Explore with pupils the key features of the Christian lifestyle.<br>Christian beliefs in practice: Consider key Christian beliefs and make links with the way Christians practise their faith.<br>The Bible: Explore the nature and importance of the Bible as a source of authority in Christianity.<br>Bible referencing: Study the structure and contents of the Bible library. Learn how to look up a Bible reference.<br>The priest/vicar: Research the diverse roles of a religious leader such as a vicar/priest in the Christian faith.<br>The Christian calendar: To explore the key festivals and events of the Christian calendar. | **Who has made a difference because of their beliefs?**<br>Inspiring People: What qualities make a person inspiring? What does it mean to inspire others?<br>The Life and work of Mother Teresa: Explore the motivation and impact of her work amongst the poor of India. Consider how her religious faith inspired her work and the work of the 'Missionaries of Charity' today. Link with the teachings of Jesus and explore the concept of faith in action.<br>Rosa Parks and the bus boycott: Explore the concept of equality and how Rosa's beliefs in equality motivated her to stand up for what she believed. Reflect on the impact of her actions and how they inspired others.<br>Standing up for what is right: Explore the impact of bullying. Consider possible solutions to this issue.<br>Inspirational people from religion and belief: Research individuals or groups of people who have made a difference because of their beliefs and determine their impact on the lives of others.<br>Explore the concept of shared humanity as a motivation for helping others.<br><br>**Why do some people believe in life after death?**<br>Ultimate questions: Explore some of the big questions in life that are difficult to answer.<br>Life after death: Explore in a sensitive way beliefs about life after death from religion and belief.<br>Heaven and Hell: Explore and reflect on the Christian beliefs about life after death.<br>Reincarnation: Explore and investigate the belief in reincarnation.<br>Concept of Judgement: Enquire into the concept of judgment in terms of the afterlife and what impact it has on a person's lifestyle.<br>Funeral Rites: Enquire into the purpose and practice of funeral rites. |

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| **PSHCE** | **Being Me In the World**<br>My year ahead.<br>Being a Global Citizen 1<br>Being a Global Citizen 2<br>The Learning Charter<br>Our Learning Charter<br>Owning our learning Charter | **Celebrating Difference**<br>Am I normal?<br>Understanding Disability<br>Power struggles<br>Why Bully<br>Celebrating differences<br>Celebrating Difference | **Dreams and goals**<br>Personal learning goals<br>Steps to success<br>My dream for the world<br>Helping to make a difference.<br>Recognising our achievements. | **Healthy Me**<br>Food<br>Drugs<br>Alcohol<br>Emergency Aid<br>Emotional and Mental Health.<br>Managing stress | **Relationships**<br>My Relationship Web<br>Love and Loss 1<br>Love and Loss 2<br>Power and Control<br>Being safe with Technology 1<br>Being Safe with technology 2 | **Changing Me**<br>My self-image<br>Puberty<br>Girl talk / Boy talk<br>Babies - Conception to birth<br>Attraction<br>Transition to Secondary School |
| **PE** | **Gymnastics**<br>Matching, mirroring and contrasting | **Dance**<br>Unit 1 – The World of Sport | **Gymnastics**<br>Counter-Balance and Counter-Tension | **Tennis**<br>Serving, taking the weight off the ball, drop shots | **Dance**<br>Unit 2 – Theseus and the Minotaur | **OAA**<br>Team building skills<br>Den building |
| | **Basketball**<br>Understanding fowl play: travelling, double dribble, foot faults, contact | **Sports Hall Athletics**<br>Preparation for intra/inter house competitions | **Rugby**<br>Switching direction, overlapping runs, running on to a moving ball | **Hockey**<br>Developing pass and move, intercepting a pass, blocking a shot | **Cricket**<br>Teamwork: batting in pairs, boundary fielding, backing-up | **Athletics**<br>Pace, strength, distance, stamina, relay changeovers, personal bests |
| **Music** | **Charanga**<br>**Happy**<br>Music that makes you feel happy | **Charanga**<br>**Classroom Jazz 2**<br>Jazz and improvisation.<br>To compose and perform a swing piece of music | **A New Year Carol**<br>Benjamin Britten's music. | **You've Got A Friend**<br>Carole King's music - her life as a composer | **Music and Me**<br>Looking at inspirational women working in music. | **Reflect, Rewind and Replay**<br>Revision and deciding what to perform.<br>Listen to Western Classical Music.<br>The language of music |
| | **Or Summer term Year 6**<br>**Music appreciation and composition:** ***Studying electronic sounds/sound manipulation***<br>Compose a piece of electronic music that references the inter-related dimensions of music<br>Structure, instrumentation, tempo, beat, dynamics, pitch and rhythm. - Binary, Ternary, Rondo Forms - Chords, breves, semibreves | | | | | |
| **French** | **Review of previous years**<br>Recap and revision of what has been covered in Y3, Y4 and Y5.<br><br>**The Time**<br>Topic focuses on reading and telling the time in French (12 hour clock and minutes).<br>Children will learn how to read, tell the time, | | **Clothes and Colours**<br>Children will focus on 23 different items of clothing in French. They will be able to use the colours of different items according to the gender of the clothes. Children will learn how to describe the clothes that they are wearing but also other people's clothes.<br>Recap on previous topic of colours (Y3). | | **At the Café**<br>Topic covers ordering 28 different food and drinks in a French café. Children will learn useful sentences for when they are in a café. They will take part in a role play.<br><br>**Professions**<br>Children will focus on different professions/occupations in French. They will learn | |

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| | understand the time when said out loud and also be able to ask someone what time it is.<br>**Daily Routine**<br>Children will focus on 15 different actions as part of a daily routine. Children will learn how to describe their typical day during the week. Recap on previous topic of time.<br><br>**Physical Description**<br>Focus on describing yourself and others (gender, eye colour, height, hair length/colour/style, facial hair, wearing glasses/cap/hat) in French.<br><br>**French Christmas**<br>Discover French traditions for Christmas<br>Name some vocabulary for Christmas<br>Understand and recognize the words<br>Listen to French Christmas songs<br>Make a French Christmas Card. | **Shopping for Clothes**<br>Topic covers going shopping to buy clothes in a French shop. Children will do a role play with an entire conversation.<br>Recap on previous topics of greetings (Y3), clothes (Y6), colours (Y3) and numbers 0-70 (Y3/Y4).<br><br>**In the City and Directions**<br>Focus on 24 different places in a city. Children will be able to describe what a city is and what isn't. They will be able to ask for directions and also give directions to get to different places. | 37 different professions, say what they parents' occupations are and say what they would like to do when they grow up. They will be able to say what people do using I/he/she and name professions according to gender.<br>Recap on previous topics of numbers 0-50 (Y3), age (Y3), my family (Y3), places in the city (Y6) and countries and cities (Y5).<br><br>**Write a Letter to a Friend**<br>Children will focus on writing a letter/email to a friend or pen pal. They will write about themselves (covering any of the topics covered from Y3-Y6) and learn how to start/end a letter. They will learn to add a few other things such as T.V. programmes, songs and celebrities they like/dislike. They will learn how to write an address on the envelope. Recap on all previous topics covered (from beginning of Y3-end of Y6). |
| **Curriculum Enrichment** | • Golborne High School Taster Day<br>• KS2 Carol Service<br>• Anti-Bullying week<br>• Fire service – Treacle talk – Bonfire night.<br>• Theatre Visit Year 6<br>• Greek day | • NSPCC workshop<br>• Science workshops – Electricity.<br>• Arts Week – Theatre, drama, Musicians and Artists workshops and performances<br>• Healthy Lifestyle Week<br>• Walk to School Week.<br>• VE Day Event for Community/Parents. | • Robinwood Residential<br>• Year 6 Leavers' Assembly<br>• Sports Day<br>• Fire Service – Heartstart CPR<br>• School Nurse – Smoking & drugs talk.<br>• Cycling Proficiency in school.<br>• Road Safety Year 6 workshop.<br>• Restorative Justice Team<br>• SATS week Treat Day |