

Year 6 Curriculum Map



	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reading Whole Class Readers and Digital Texts	<p>Who Let the Gods Out – M. Evans The Day the Crayons Quit – D. Daywalt Sound Collector – R. McGough Greek Myths and Legends for young children – H. Amery & L. Edwards. Island the story of the Galapagos – J. Chin Mythological Monsters of Ancient Greece – S. Fanelli. Greek Myths – Retold and illustrated by M. Williams. Varmints – H. Ward Percy Jackson and The Lightning Thief – R. Riordan Viking Boy – T Bradman Room 13 – R. Swindells Cogheart – P. Bunzi Sleeping Sword – M. Morpurgo. Varmints – Digital Text King Midas & Archne - Literacy Shed (Digital Text) BBC Teach – KS2 Ancient Greece The Battle of Marathon: The History Channel Ancient Athens – Literacy Shed (Digital Text) WW1: The Christmas Truce - Literacy Shed (Digital Text)</p>	<p>Letters from a Lighthouse – E. Carroll Friend or Foe – M. Morpurgo. Rose Blanche – I McEwan Diary of Ann Frank – A. Frank. My Secret War Diary – M. Williams Carrie's War – N. Bawden Machine Gunners – R. Westall. Our Castle by the Sea – L. Strange. Hitler Stole my Pink Rabbit – J. Kerr. Emergency Zoo – M. Halahmy German in the Woods – Literacy Shed (Digital Text) The Blitz - Literacy Shed (Digital Text) Beyond the Lines – Literacy Shed (Digital Text) BBC Teach – WW2 (Digital text) The Piano – Literacy Shed (Digital Text) Environmental Issues and Animal Welfare/ Endangered Species - newspaper articles, documentaries</p>	<p>Kensuke's Kingdom – M. Morpurgo Brightstorm – V. Hardy Shackleton's Journey – William Grill. Ice trap: Shackleton's Incredible Expedition – M. Hooper & M.P. Robertson. You Wouldn't Want to be on Shackleton's Polar Expedition! – J. Green Who was Ernest Shackleton? – J. Buckley Jabberwocky (Classic Poetry) Shakespeare – Magic and Mystery Macbeth – Three witches (Performance Poetry clip) BBC Teach – Macbeth Alma - Digital Text Titanium – Digital Text</p>
Writing	<p>The Day the Crayons Quit - Informal Letter</p> <p>Varmints - Descriptive writing – characterisation, settings atmosphere.</p> <p>Poetry – writing and interpreting – elements of imagery – Sound Collector.</p> <p>Non-chronological reports – How to care for a Mythical Creature.</p>	<p>Stories: wide range of narratives, genres, stories with flashbacks: A veteran never forgets/ The Piano</p> <p>Diaries and recounts - retells, eye-witness account – Rose Blanche.</p> <p>Instructions – How to escape enemy territory</p>	<p>Titanium – Newspaper reports using shifts in formality</p> <p>Mystery Stories – Alma Descriptive writing – characterisation, settings atmosphere- cliff hanger story.</p> <p>Macbeth – Story using narrative/dialogue.</p> <p>Biographical writing: Explorers - Shackleton</p>

	<p>Persuasive writing/Information leaflets – Places - Island of Galapagos and Greece.</p> <p>Formal Writing – WW1 letter home</p>	<p>Balanced arguments and debating skills– Should the circus ban the use of animals in its performances?</p>	<p>Informal writing: postcards – Kenzuke’s Kingdom</p>
<p>Maths</p>	<ul style="list-style-type: none"> • Place value: secure place value, rounding to 10,000,000, including negatives, number sequences, estimate by approximation, identify factors, numbers and primes • Written Methods: addition and subtraction, multiplication and division, inverse operations, using approximations • Addition and subtraction of simple fractions and those with mixed numbers. • Simple division and multiplication of fractions. • Shape, space and measures: understanding the properties of 2D and 3D shapes, angles – types of angles, measuring and drawing angles with accuracy, angles in a triangle/ along a line/ around a point • Measures: measuring with accuracy, conversions, area and perimeter • Problem solving: using and applying • Percentages and percentages in context. 	<ul style="list-style-type: none"> • Place value: square and cube number investigations, properties of numbers, negative integers, algebra and formulae • Shape, space and measures: problem solving • Written Methods: long division, including remainders, express a quotient as a fraction or a decimal • Fractions, decimals and percentages • Co-ordinates: read and plot co-ordinates in all four quadrants • Shape, space and measures: transformations – reflection, rotation and translation, reflective symmetry • Interpreting Data: charts, tables and graphs and pictograms, charts. • Problem solving: using and applying, multi-step problems, rounding up or down, using a calculator to solve number problems 	<ul style="list-style-type: none"> • Interpreting Data: pie charts, discrete and continuous data • Ratio and proportion • Mathematical investigations: investigations, puzzles – group challenges

Science	<p>Living things and their habitats 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 LTH2 give reasons for classifying plants and animals based on specific characteristics</p> <p>Evolution and inheritance 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 EI2 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents EI3 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Electricity E1 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 E3 use recognised symbols when representing a simple circuit in a diagram</p> <p>Light L1 recognise that light appears to travel in straight lines 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 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 L4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Animals including humans AIH1 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood AIH2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function AIH3 describe the ways in which nutrients and water are transported within animals, including humans</p>
	<p><u>Working Scientifically</u> WS1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WS2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WS3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs WS4 using test results to make predictions to set up further comparative and fair tests 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 WS6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
Computing	<p>Purple Mash Scheme of Work Y6 Unit 6.1: Coding - Hour of code Unit 6.5: Text Adventures Unit 6.7 - Quizzing</p>	<p>Purple Mash Scheme of Work Y6 Unit 6.2: Online Safety Links with E-Safety day in February.</p>	<p>Purple Mash Scheme of Work Y6 Unit 6.3: Spreadsheets Unit 6.4: Blogging Unit 6.6: Networks Extra unit - Unit 6.8: Binary</p>
	<p>Throughout the year:</p> <ul style="list-style-type: none"> • Research – Internet and Microsoft Word, Publisher and PowerPoint • PowerPoint presentations • 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. • Internet safety & online-safety. 		

<p>History</p>	<p><u>Ancient Greeks: a study of Greek life and achievements and their influence on the western world.</u></p> <p>Draw a timeline and place features of historical events and people from past societies and periods in a chronological framework. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Make links between some of the features of past societies (e.g. religion, houses, society, technology, education). Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Recognise and describe differences and similarities/ changes and continuity between different periods of history. Describe how some of the historical events studied from the past affect/influence life today. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Explore the idea that there are different accounts of history and give reasons why there may be different accounts. Interpret the past actions, through role play such as hot seating. Investigate own lines of enquiry by posing questions to answer. Understand and use the concept of legacy, including dynasties.</p>	<p><u>The World at War</u></p> <p><u>(Literacy based topic – using texts linked to the World at War during the 20th Century)</u></p> <p>The impact of World War I and II upon the lives of individuals</p> <p>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.</p> <p>Give more than one reason to support an historical argument.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>	<p><u>Early Islamic civilisation, including Baghdad c. AD 900</u></p> <p>Confidently use dates and historical language in their work, including ‘BC’, ‘AD’, ‘decades’, ‘centuries’ Draw a timeline and place features of historical events and people from past societies and periods in a chronological framework Order significant events, cultural movements and dates on a timeline Use their mathematical skills to round up time differences into decades and centuries Identify and explain changes across a period in history, using chronological links and historical terms Find out about Baghdad’s role in the early Islamic Civilisation. Find out about the House of Wisdom and how it became a centre for learning. Identify and compare changes within and across different periods, describing and making links, noting connections, contrasts and trends over time Show increasing depth of factual knowledge and understanding of British and world history Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world. Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph. Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.</p>
<p>Geography</p>	<p><u>Place Knowledge and Human and Physical Geography</u></p>	<p><u>Geographical skills and Locational Knowledge</u></p> <p>Continued familiarisation with world maps – links to places visited, countries and continents</p>	<p><u>Geographical skills and Locational Knowledge</u></p> <p>Continue developing familiarity with world maps, key physical and human characteristics</p>

	<p>Study of an Island – geographical features, life on an island, economic activity, land use, types of settlement</p> <ul style="list-style-type: none"> • Ordnance Survey • Creating own maps • Reading and using key on maps • Grid references 4 & 6 figures • Planning a GAP year – dream journey around the World – homework project <p>Compass points</p>	<p>Reading and using key on maps – what can we deduce from this?</p>	<p>Explore how the boundaries of countries have changed</p> <p>Identifying the position and significance of the longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian</p> <p><u>Place Knowledge and Human and Physical Geography</u></p> <p>Study of an Island – geographical features, life on an island, economic activity, land use, types of settlement</p> <ul style="list-style-type: none"> • Ordnance Survey • Creating own maps • Reading and using key on maps • Grid references 4 & 6 figures • Compass points <p>Planning a GAP year – dream journey around the World –Links to Kensuke’s kingdom.</p>
Art	<p><u>Ancient Greeks</u></p> <p><i>Greek Architecture</i> – <i>Observational drawings – line drawings, pencil, pen, detail, design, pattern, shape,</i></p> <p><i>Greek columns - large scale charcoal and chalk column drawings, tone to explore detail and shape, form</i></p> <p><i>Small scale watercolour / ink drawings with colour wash – detail, texture</i></p> <p><i>Greek pottery</i>, designs, Greek life, clay, papier mache</p> <p>3D sculpture, shapes, form and model</p> <p>Detail – embellish pots</p> <p>Wax resist designs, experimenting with surfaces, scratching designs into surfaces</p> <p><i>Artists – Greek Architecture from different historical era and culture</i></p>	<p><u>World at War</u></p> <p>Observational drawing – researching and designing propaganda posters, scale and proportion</p> <p><i>Artist study: Henry Moore – WWII commissions (c1941)</i></p> <p>facial expressions, portraits, emotions, colour – darkness, mixing, tone and shade</p> <p>poster paint, chalk, oil pastels, wax crayons</p> <p><i>Artist study: Banksy</i> – anonymous English street artist, political activist</p> <p><u>Exploring feelings, Being Me</u></p> <p>Observational drawings – self-portraits, line, pencil, pen</p> <p>Exploring emotion – pattern, design, colour, manipulating images, expression, emotion, mood</p> <p><i>Digital media – manipulating images</i></p>	<p><u>Explorers</u></p> <p><i>Observational drawings</i> – 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.</p> <p>Watercolour/ ink wash – pen detail, colour, line, shape, light</p> <p><i>Print: overlaying colours</i> – 3 colour printing, overlay prints with mixed media, print on range of materials</p> <p><i>Artist study: Surrealism – Salvador Dali - Imaginary landscapes, fantasy</i></p>
Design Technology	<p><u>Cooking and nutrition – Ancient Greeks</u></p> <p>Design, make and evaluate Greek Yoghurt</p>	<p><u>Construction</u> – Design, make and evaluate using electrical systems and control output devices</p>	<p><u>Construction - Explorers and Adventurers</u></p> <p>Kensuke’s Kingdom</p> <p>Design, make and evaluate a large scale shelter for a purpose.</p>

	<p>Explain that food is grown, reared and caught in the UK, Europe and the wider world. Explain why seasons may affect the food available. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Find out how different food and drink contain different substances – nutrients, water and fibre – that are needed for health. Explain how food is processed into ingredients that can be eaten or used in cooking. Investigate how much products cost to make. Prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Explore how recipes can be adapted to change the appearance, taste, texture and aroma. Understand that a recipe can be adapted by adding or substituting one or more ingredients.</p>		<p>Find a fault in a simple circuit and correct it and explain how to avoid making short circuits. Use a computer control program with an interface box or standalone control box to physically control output devices e.g. bulbs and buzzers. Make and use a variety circuits to physically control output devices. Test and use switches that control output devices. Develop a design brief using battery-powered products, understanding the purpose and consumer. Analyse how well products work to achieve their purposes and meet user needs and wants. Use learning from science and maths to help design and make products that work. Explain how more complex electrical circuits and components can be used to create products.</p> <p>Links to WW2 – sending signals, air raid sirens/messages/Morse code?</p> <p>Continue to learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products: The Wright Brothers, Montgolfier, Giffard</p> <p>WW2 links: Colossus, the first computer at Bletchley Park. Invented as a way to speed up cracking the codes</p>		<p>Identify the needs, wants, preferences and values of particular individuals and groups. Develop a simple design specification to guide our thinking. Select and use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate our ideas. Explore how sustainable the materials in products are. Select tools and equipment and explain our choices in relation to the skills and techniques we will be using. Reinforce and strengthen a 3D framework. Accurately assemble, join and combine materials and components. Consider the views of others, including intended users, to improve our work. Critically evaluate the quality of the design, manufacture and fitness for purpose of our products as they design and make.</p>		
RE	Why, where and how do Hindus worship?	Can religions help to build a fair world?	How are faith communities represented in the UK?	How do Christians follow Jesus?	Who has made a difference because of their beliefs?	Why do some people believe in life after death?	
PSHCE	<p><u>Being Me In the World</u> My year ahead. Being a Global Citizen 1 Being a Global Citizen 2 The Learning Charter Our Learning Charter</p>	<p><u>Celebrating Difference</u> Am I normal? Understanding Disability Power struggles Why Bully Celebrating differences</p>	<p><u>Dreams and goals</u> Personal learning goals Steps to success My dream for the world Helping to make a difference. Recognising our achievements.</p>	<p><u>Healthy Me</u> Food Drugs Alcohol Emergency Aid Emotional and Mental Health. Managing stress</p>	<p><u>Relationships</u> My Relationship Web Love and Loss 1 Love and Loss 2 Power and Control Being safe with Technology 1 Being Safe with technology 2</p>	<p><u>Changing Me</u> My self-image Puberty Girl talk / Boy talk Babies - Conception to birth Attraction Transition to Secondary School</p>	

	Owning our learning Charter	Celebrating Difference				
PE	Gymnastics Matching, mirroring and contrasting	Dance Unit 1 – The World of Sport	Gymnastics Counter-Balance and Counter-Tension	Tennis Serving, taking the weight off the ball, drop shots	Dance Unit 2 – Theseus and the Mintaur	OAA Team building skills Den building
	Basketball Understanding fowl play: travelling, double dribble, foot faults, contact	Sports Hall Athletics Preparation for intra/inter house competitions	Rugby Switching direction, overlapping runs, running on to a moving ball	Hockey Developing pass and move, intercepting a pass, blocking a shot	Cricket Teamwork: batting in pairs, boundary fielding, backing-up	Athletics Pace, strength, distance, stamina, relay changeovers, personal bests
Music	Charanga I'll Be There Music that makes you feel happy	Charanga Classroom Jazz 2 Jazz and improvisation. To compose and perform a swing piece of music	A New Year Carol Benjamin Britten's music.	You've Got A Friend Carole King's music - her life as a composer	Reflect, Rewind and Replay Revision and deciding what to perform. Listen to Western Classical Music. The language of music or Music appreciation and composition: Studying electronic sounds/sound manipulation Compose a piece of electronic music that references the inter-related dimensions of music Structure, instrumentation, tempo, beat, dynamics, pitch and rhythm. - Binary, Ternary, Rondo Forms - Chords, breves, semibreves	
French	Review of previous years Recap and revision of what has been covered in Y3, Y4 and Y5. The Time Topic focuses on reading and telling the time in French (12 hour clock and minutes). Children will learn how to read, tell the time, understand the time when said out loud and also be able to ask someone what time it is. Daily Routine 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. Physical Description Focus on describing yourself and others (gender, eye colour, height, hair length/colour/style, facial hair, wearing glasses/cap/hat) in French.		Clothes and Colours 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. Recap on previous topic of colours (Y3). Shopping for Clothes Topic covers going shopping to buy clothes in a French shop. Children will do a role play with an entire conversation. Recap on previous topics of greetings (Y3), clothes (Y6), colours (Y3) and numbers 0-70 (Y3/Y4). In the City and Directions Focus on 24 different places in a city. Children will be able to describe what a city is and what		At the Café 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. Professions Children will focus on different professions/occupations in French. They will learn 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. Recap on previous topics of numbers 0-50 (Y3), age (Y3), my family (Y3), places in the city (Y6) and countries and cities (Y5). Write a Letter to a Friend Children will focus on writing a letter/email to a friend or pen pal. They will write about themselves	

		<p>isn't. They will be able to ask for directions and also give directions to get to different places.</p>	<p>(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).</p>
<p>Curriculum Enrichment</p>	<ul style="list-style-type: none"> • Golborne High School Taster Day • KS2 Carol Service • Anti-Bullying week • Fire service – Treacle talk – Bonfire night. • Theatre Visit Year 6 	<ul style="list-style-type: none"> • NSPCC workshop • Science workshops – Electricity. • Arts Week – Theatre, drama, Musicians and Artists workshops and performances • Healthy Lifestyle Week • Walk to School Week. 	<ul style="list-style-type: none"> • Robinwood Residential • Year 6 Leavers' Assembly • Sports Day • Fire Service – Heartstart CPR • School Nurse – Smoking & drugs talk. • Cycling Proficiency in school. • Road Safety Year 6 workshop. • Restorative Justice Team • SATS week Treat Day