

**Year 6: Curriculum map 2020-21**

<b>Subject</b>	<b>Autumn 1<sup>st</sup> half (7 weeks)</b>	<b>Autumn 2<sup>nd</sup> half (7 weeks)</b>	<b>Spring 1<sup>st</sup> half (6 weeks)</b>	<b>Spring 2<sup>nd</sup> half (6 weeks)</b>	<b>Summer 1<sup>st</sup> half (6 weeks)</b>	<b>Summer 2<sup>nd</sup> half (6 weeks)</b>
<b>English</b>	Whole School Topic – This is me. Benjamin Zephaniah - Poetry – The British. Non-Fiction text - Roald Dahl Boy – Character descriptions Story from a different point of view. Explanation – sweet story, Autobiography	Beowulf – Michael Morpurgo To write own version of the Anglo-Saxon legend.  Anglo-Saxons – To travel back in time to persuade Anglo-Saxon boy that future life will be better	Contemporary Narrative My Name is Mina – Character descriptions Debate William Blake poetry Balanced Argument	Class Visit - Recount Text – visit to Hazard Alley. Letter to Year 5's explaining trip. Story – related to rescue situation. Classic Tales – Shakespeare Week – Romeo & Juliet – Journalistic writing	Non- Fiction presentation - Graffiti Themed Unit – History of Graffiti, Persuasive – Letter of complaint The human body – Explanation text on a system within the human body	Year 6 Production
<b>Maths</b>	Number: Place Value (2 weeks) Number: Addition, Subtraction, Multiplication & Division (5 weeks) Number: Fractions (4 weeks) Geometry: Position and Direction (1 week)		Number: Decimals (2 weeks) Number: Percentages (2 weeks) Number: Algebra (2 weeks) Measures: Converting Units (1 week) Measures: Perimeter, Area and Volume (2 weeks) Number: Ratio (2 weeks) Statistics (1 week)		Geometry: Properties of shapes (3 weeks) Consolidation/SATs preparation (2 weeks) Consolidation, investigations and preparations for KS3 (7 weeks)	
<b>Topic Title</b>	<b>Electricity and Light</b>					
<b>Science</b>	<b>Electricity</b> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <b>Light</b> <ul style="list-style-type: none"> <li>recognise that light appears to travel in</li> </ul>		<b>I Heart Me</b> Study circulatory system, diet and exercise. WORKING SCIENTIFICALLY Independently decide which observations to make Plan different types of scientific enquiry in order to answer questions Use science experiences to explore ideas and raise different types of question Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs		<b>Let There be Light</b> Build on their understanding of light and shadows. WORKING SCIENTIFICALLY Independently decide which observations to make Plan different types of scientific enquiry in order to answer questions Use science experiences to explore ideas and raise different types of question Decide how to record data/results of increasing complexity using diagrams, classification keys,	

	<p>straight lines</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>Record and present findings in enquiries examining causal relationships and reliability of results</p> <p>Recognise and control variables where necessary</p> <p>Explain which variables need to be controlled and why</p> <p>Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate</p> <p>Use test results to make predictions, set up further tests (comparative / fair) and explain reasoning</p> <p>Interpret scientific evidence that has been used to support / refute arguments</p> <p>SCIENTIFIC KNOWLEDGE</p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals including humans</p> <p><b>Darwin's Discovery</b></p> <p>Study evolution and inheritance.</p> <p>SCIENTIFIC KNOWLEDGE</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and</p>	<p>tables, scatter graphs, bar and line graphs</p> <p>Record and present findings in enquiries examining causal relationships and reliability of results</p> <p>Recognise and control variables where necessary</p> <p>Explain which variables need to be controlled and why</p> <p>Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate</p> <p>Use test results to make predictions, set up further tests (comparative / fair) and explain reasoning</p> <p>Interpret scientific evidence that has been used to support / refute arguments</p> <p>SCIENTIFIC KNOWLEDGE</p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
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<b>Geography/ History</b>	<p>Britain's settlement by Anglo-Saxon and Scots</p> <p>General Geographical knowledge</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps, name and locate counties and cities of the United Kingdom, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> <li>Geographical similarities and differences through the study of the human and physical geography of a European country – Norway.</li> </ul>	<p><b>FAIRtrade?</b> Geography Examine where Fairtrade operates and why, making links between physical and human geography. Analyse geographical similarities and differences (regions of UK &amp; N/S America) and communicate geographical concepts in a wider variety of ways Locate world's countries and cities using maps and explain environmental regions and key physical / human features Apply understanding of positional language to explain geographical characteristics Examine and explain key aspects of physical geography (climate zones, vegetation belts, rivers) Examine and explain key aspects of human geography (economic activity / distribution of natural resources) Understand the interaction between physical and human processes and features and how these change over time</p> <p><b>Marvellous Mayans</b> History Select and organise relevant information, explaining contrasting arguments in the context of the Mayans Understand how knowledge of the past is constructed from a range of sources Discern how / why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments Construct informed responses that involve thoughtful selection and organisation of</p>	<p><b>The Railway Children</b> Geography Use a range of fieldwork skills to investigate the topography of the UK and how this has changed over time. Analyse geographical similarities and differences (regions of UK) and communicate geographical concepts in a wide variety of ways Name and locate countries, cities and regions of the UK Secure understanding of how and why the UK's human / physical features, geographical regions, topographical features and land-use patterns have changed over time Examine and explain key aspects of physical geography (rivers) Examine and explain key aspects of human geography (settlement &amp; land-use / economic activity) Understand interaction between physical and human processes and features and how these change over time Use digital mapping, 8-compass point, 4-6-digit grid references and Ordnance Survey maps In a variety of ways, observe, record, measure and present human / physical features of local area using sketches, plans, graphs and digital technology</p> <p><b>Kensuke's Kingdom</b> History Connect local, national and international history with a focus on WW2. Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>

		<p>relevant historical information</p> <p>Explore trends, looking at continuity / change and similarity / difference / significance</p> <p>Examine different aspects of history eg social, cultural, political and religious</p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Use and apply a range of historical vocabulary</p>	<p>Develop perspective and judgement by weighing evidence and sifting arguments</p> <p>Explain why contrasting arguments and interpretations of the past exist</p> <p>Address and devise a wide range of historically-valid questions about change, cause, impact and significance</p> <p>Explore narratives from within and across periods by using secure chronological understanding</p> <p>Analyse trends, looking at continuity / change and similarity / difference / significance and use them to make connections and draw contrast</p> <p>Examine different aspects of history in different contexts</p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p> <p>Develop and apply a range of historical vocabulary</p>
<b>Art</b>	<p>Illuminated Letter – Anglo Saxons</p> <p>Gustav Klimt – Portraits for Art Exhibition</p>	<p>Design and making Mayan festival masks (Home Learning Task)</p>	<p><b>Great Britain, Great Britons</b></p> <p>Emulate style of Banksy using stencilling and spray paint.</p> <p>Capture artistic processes in sketchbooks</p> <p>In drawing, use a wide range of pencils to develop a personal style, drawing on work from other artists for inspiration</p> <p>In painting, combine colours, tones and tints to enhance mood</p> <p>Use wide range of artistic vocabulary to evaluate own work and communicate own ideas</p> <p>Master art / design techniques with a wide range of materials</p>

					Communicate ideas and comment on artworks using artistic language Know about great artists, architects, designers across history	
<b>Design Technology (DT)</b>	Build an Anglo-Saxon home (Home learning task) Alarming Vehicles		<b>FAIRtrade?</b> Create new product / packaging for chosen Fairtrade product using their own design criteria. Use research to inform innovative design and generate own design criteria According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes Explain and understand how key events and individuals in D&T helped to shape the world Prepare and cook a variety of predominately savoury dishes, using a range of cooking techniques Know where / how a variety of ingredients are grown, reared, caught and processed and its impact on meal design Develop crucial life skill of feeding themselves and others affordably and well		<b>Kensuke's Kingdom</b> Learn about the origins of food and how to survive on a remote island. Know where and how a variety of food is grown, reared, processed and caught and its impact on meal design Develop crucial life skill of feeding themselves and others affordably and well	
<b>Music</b>	<b>Hey Mr Miller</b> Sing a syncopated melody accurately and in tune Compose a syncopated melody Perform in a group with a good sense of ensemble <b>Oleo</b> Sing a call-and-	<b>Touch the sky</b> Sing accurately in two parts, with dynamic contrast and expression Explore ascending and descending phrases on the pentatonic scale Compose a short piece using the	<b>Dona nobis pacem</b> Sing a melody accurately in a legato style Keep a steady pulse in a 3/4 metre Compose and perform a simple piece on untuned percussion <b>Wonder</b> Sing from memory	<b>Ain't gonna let nobody</b> Sing in three parts with good ensemble and accurate pitching Maintain a part in a choral accompaniment Create a rhythmic backing for a song <b>Anderson's coast</b>	<b>Nobody know</b> Sing the melody from memory with expression, attention to accuracy of rhythm and pitch Create a rhythmic piece Compose a short song about friendships, using the same or	<b>Shabuya</b> Chant a rhyme accurately using different dynamics and actions Perform a piece for untuned percussion using rhythms from the chant Compose a short melodic fragment to

	<p>response song with accurate harmonies and clear rhythmic articulation</p> <p>Work in groups to create a short call-and-response song</p> <p>Create an expressive performance with movement and percussion parts</p>	<p>pentatonic scale</p> <p><b>I wish it could be Christmas everyday</b></p> <p>Sing in a rock style, Identify and play chords in the key of G major</p> <p>Compose a simple seasonal song with an accompaniment</p>	<p>with attention to phrasing and dynamics</p> <p>Create and perform a rhythmic backing using technology or untuned percussion</p> <p>Compose a short song based on a pentatonic scale</p>	<p>Sing a two-part song from memory, focusing on phrasing, dynamics and accuracy of pitch</p> <p>Recognise features of a folk song</p> <p>Play the chorus by ear on pitched instruments</p>	<p>similar chord sequence</p> <p><b>Ame sau vala tara bal</b></p> <p>Sing a melody with attention to phrasing</p> <p>Create a rhythmic piece with drums or drum-machine technology</p> <p>Improvise a melody</p>	<p>words from the song</p> <p><b>We are the champions</b></p> <p>Sing a song in two parts from memory, Play a sequence of major and minor chords on tuned percussion or pitched instruments</p> <p>Compose words for a song</p>
<b>Computing</b>	Scratch – Animated Stories	Spreadsheets	Kodu Programming	Online Safety Use the internet to research the Mayans, making judgements about the reliability of the information	Film Making	Using and Applying
<b>RE</b>	<p>Founders and Prophets</p> <p>What are the origins of the religions and why are the ‘founders’ so significant?</p> <p>Believing - How do the lives, teachings and example of the key religious figures in the different religions influence the faith today?</p> <p>Living - Do these figures provide a good example for us on how to live our lives?</p> <p>The life and teachings of Jesus and how they relate to beliefs about God, humanity and salvation, key beliefs about Jesus and differences between denominations; the life and Sunnah (way) of Prophet Muhammad (pbuh); the deep spiritual roots of Hinduism (Rishis – ancient seers); as Hinduism has no founder as such it would be good to introduce Buddha or Guru Nanak</p>		<p>Natural World</p> <p>Why does it matter how we treat the world?</p> <p>Believing— What do different religions and science say about how the universe and life came about?</p> <p>Living-- What, if anything, is the purpose of life?</p> <p>Religious teachings about the origins of the universe and of life; scientific theories; can both be true?; what is truth?; discussions about how religions see the purpose of life, including life beyond death and the ultimate goal of life and non-religious search for meaning and purpose.</p>		<p>Ethics and Moral Issues</p> <p>Where do our ideas of right and wrong come from?</p> <p>Believing-- What do religions teach about how we should live our lives?</p> <p>Living-- Are religious teachings about how we should live still helpful in the 21st century?</p> <p>Example and teachings of Jesus; Ten Commandments and Two Great Commandments; Agape, forgiveness and repentance. Teachings from the Qur’an, Hadith and Sunnah of Muhammad about living together and our duties to others and the world. Hindu Dharma and teachings from the scriptures about living together, varnashramadharma; sanctity of life; mutual respect; common human values – what does it mean to be human?</p>	

<b>PE</b>	Dodgeball, Invasion games (Tag Rugby)	Dance, Invasion games (Football)	Badminton, Invasion games (Hockey)	Gymnastics, Net games (Volleyball)	Swimming, Striking and Fielding (Rounders)	Swimming, Athletics.
<b>MFL (Spanish)</b>	Introduction to the Spanish-speaking World Greetings and Introductions inc. basic descriptions Colours Numbers 0 – 31 The alphabet Days and months /birthdays	Food and drink Likes & dislikes Numbers 32-50 Ordering from a menu Hispanic Christmas traditions	Number consolidation & extension 0 - 100 Family Animals Home (House description) School subjects	Detailed personal description inc. family, likes & dislikes, home etc. School description Telling the time Daily routine	Sports and hobbies Shopping Activities inc. regular verbs in the present tense	Weather Postcards Holidays
<b>PSHE</b>	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
<b>Class Author</b>	Louie Sachar	Tony Bradman	Ross Mackenzie	Robert Swindells	Polly Ho-Yen	Thomas Taylor
<b>Trips/Visitors</b>				Hazard Alley	Green Park	