

KS2 Curriculum Mapping 2017 – 2018

Year 6

	Autumn term	Spring term	Summer term
Topic / Theme Question	How has Latin America influenced the world?	Does conflict bring peace?	What does it mean to perform?
Big Outcome	Mexican Restaurant	VE Day celebration Event	Performance / Show
Events, visits and enrichments	Mexican Dancing Food Tasting Botanical Gardens different days on the bus beginning of term Mexican Day – Day of the Dead BLP Week Chocolate making	Eden Camp Food – nutrition and rationing Allotment visit / creation	Performance Crucial Crew Sports Day
English Genre (s) Writing Opportunities	Non chronological report Tongo Lizard Narrative Day of the Dead Frida Carlo- Biography Recount – Mexican Dancing	News Papers Figurative writing – The Blitz War Poetry Diary – Evacuees / Ann Frank Letter writing - Evacuees	Gap analysis of higher level skills It's a mystery Shakespeare Edit and improve earlier pieces
Maths cross curricular links	Food prep – measures Shape – Aztecs Money – Costings Time and time zones Chronology	DT – Measures making an Anderson Shelter Area and Perimeter Imperial measurements and conversions Chronology Ratio	Money – costings Measuring – making props/scenery
Science	Y6 Evolution and inheritance	Y6 Animals including humans	Light Pupils should be taught to:

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. •recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. •identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Y6 Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •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. •give reasons for classifying plants and animals based on specific characteristics. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. •recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. •describe the ways in which nutrients and water are transported within animals, including humans. <p>Y6 Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. •recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. •describe the ways in which nutrients and water are transported within animals, including humans. 	<ul style="list-style-type: none"> •recognise that light appears to travel in straight lines. •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. •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. •use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Y6 Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. •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. •use recognised symbols when representing a simple circuit in a diagram.
Computing	<ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. 	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Use sequence, selection, and repetition in programs; work with 	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including

	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>variables and various forms of input and output.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. •
Art and Design	<p>Art Objectives</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>Ideas Frieda Carlo Skulls / decorations Aztec art / Gods / Totem Pole Ceramic suns Ojo de Dios</p>	<p>Art Objectives</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>Ideas Portraits Blitz silhouettes Propaganda posters Flanders fields</p>	<p>Art Objectives</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>Ideas Scenery Comedy tragedy masks</p>

<p>Music</p>	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Ideas Music from south America Compose music of the rainforest - percussion</p>	<ul style="list-style-type: none"> develop an understanding of the history of music. <p>Ideas Music from a period in time: Dance hall Music, George Formby, Vera Lynn etc</p>	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>Ideas Music for the Performance</p>
<p>DT</p>	<p>Key stage 2 – Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>•</p> <p>Food for the restaurant / menu cards etc</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<p>Key stage 2 – Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet <p>Design Process linked to the making of Anderson Shelters</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p>	<p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. <p>Ideas Linked to performance</p>

	<p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Application of skills – DT masks</p>	
History	<ul style="list-style-type: none"> • the achievements of the earliest civilizations <p>Ideas Aztecs Mayans Gods Chocolate Chronology History sources – temples, Machu Pichu Templates</p>	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Y6 only WW2 <p>Ideas Chronology Blitz Home front Rationing Propaganda</p>	Not any

	<p>Stories Technologies – sun dials, seasons, Raids/ conquests</p>	<p>Start / end Jessie Owen Good Night Mr Tom</p>	
Geography	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Ideas Mapping skills</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <ul style="list-style-type: none"> Ideas Mapping Links to history Local features – linked to bombing, Dam busters 	Not any
PE	<p>Athletics / Gymnastics</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for 	<p>Dance / Games</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous 	<p>Games / Athletics</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate [for example, badminton, basketball, cricket,

	<p>example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> compare their performances with previous 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
RE	<p>Year 6: Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews Jewish, Buddhist, Muslim, Christian</p> <p>Pupils:</p> <ul style="list-style-type: none"> respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2) linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2) <p>linking to Citizenship Education and the methods of philosophy for children, pupils consider, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful</p>	<p>Year 6: Religion, family and community: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? All the religions and beliefs of Sheffield</p> <p>Pupils:</p> <ul style="list-style-type: none"> investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2) linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2) list and describe similarities and differences between the ways different communities show that they belong (C1) linking to Mathematics and Geography, pupils use local and national census statistics to develop 	<p>Year 6: Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>Jewish, Christian, Muslim</p> <p>Pupils:</p> <ul style="list-style-type: none"> discover and explore what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1) apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3) <p>write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by.</p>

	ideas about what is right and wrong in the light of their learning (C3)	accurate understanding of the religious plurality of their locality and of Britain today (C2) discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2)	
PSHE coverage	P4C sessions linking to theme and RE.	P4C sessions linking to theme and RE.	P4C sessions linking to theme and RE.
MFL	<p>Planned and delivered by a specialist Spanish teacher. Across the year and key stage all objectives are to be covered.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing 		