

## Year 6 Curriculum Map 2018/2019

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Value of the Term</b>	Respect	Hope	Love	Truth	Forgiveness	Kindness
<b>Learning to Learn</b>	Collaborative	Resilient	Creativity	Reflective	Risky	Communicative
<b>Core Subjects</b>						
<b>English Texts and Outcomes</b>	Narrative - Floodland - Marcus Sedgwick. Non-fiction - explanation letter to William.	Floodland	Way Home	Mama Miti	The Highwayman	Shackleton's Journey
<b>Maths Overview</b>	Number and Place Value Addition, subtraction, multiplication and division.	Fractions Geometry - position and direction	Decimals, Percentages, Algebra	Measurement - converting units and perimeter, area and volume. Ratio and proportion	Geometry - properties of shapes. Problem solving and statistics	Problem solving - mathematical investigations
<b>Science</b>	Evolution and Inheritance	Evolution and Inheritance	Light	Cycle 1 - Electricity (Year 6 unit)	Animals including humans	Living things and their habitats
<b>RE</b>	<b>Discovery RE</b>  Beliefs and Practices  What is the best way for a Muslim to show commitment to God?  Religion: Islam	<b>Understanding Christianity</b>  Was Jesus the Messiah? Digging deeper.	<b>Understanding Christianity</b>  Creation and Science	<b>Understanding Christianity</b>  What difference does the resurrection make for Christians?	<b>Discovery RE</b>  Beliefs and moral values  Does belief in Akhirah help Muslims lead good lives?  Religions: Islam	
<b>Thematic Curriculum</b>						
<b>Topic Title</b>	Our Changing World	An unknown journey	They made a difference		Journeys	Enterprise
<b>Starting Hook</b>	Science dome - earth and the environment session.	Imperial War Museum	Famous person/local hero e.g David Walliams? Paul Stevenson? Juda?		Orienteering - visit outdoor centre	Craft carousel
<b>Fabulous Finale</b>	Design and make a survival kit for a flood.	Air Raid in school	Plan, run and advertise campaign	Children to run a charity event.	Hike or Bike journey	Enterprise fair
<b>School Trip/ External Visitor</b>	RNLI speaker sharing the power of water and weather.	Glenside museum and war memorial - 11/11/18	We The curious - science link		Walk around the local area and take pictures to devise a digital map and	Life Skills (Yr 6) - 7 <sup>th</sup> June

	<p>Science dome - environment session</p> <p>MET headteacher to see yr6 - 10<sup>th</sup> Sept 9-11.</p>				<p>hand drawn map - welly walk.</p>	
<b>History</b>	<p>Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>- Note connections, contrasts and trends over time between global warming effects and the developments of society e.g. the increased use of greenhouse gases - use powerpoints and activities.</li> <li>- Use the internet to compare temperatures over time in Britain to identify a changing climate.</li> </ul>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British History.</p> <p><u>Skills</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - Changes in an aspect of social history.</p> <p><u>Skills</u></p> <p>Regularly address and devise questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - Changes in an aspect of social history.</p> <p><u>Skills</u></p> <p>Regularly address and devise questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British History</p>	
<b>Geography</b>	<p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns;</p>	<p>Name and locate counties and cities of the UK.</p>			<p>Use the eight points of a compass, four and six-figure grid references. Symbols and key to build knowledge of the UK and the wider world.</p>	

and understand how some of these aspects have changed over time.

- Locate Norwich on the map (linked to English text - Floodland) and discuss why the author might have chosen Norwich as the remaining part of the island. Use Google Maps to identify surrounding mountains, rivers and coasts.
- Compare human and physical characteristics of Norwich to other counties and cities.
- Learn about the changing coastlines and boundaries using Powerpoints and activities.
- Compare before and after pictures/videos of floods.

Identify the position and significance of arctic and Antarctic circle.

- Richenda to bring in and share photos of her trip.
- Use Powerpoint to learn about climate change in the polar-regions.
- Write a letter to explain scientifically to William about "the two big lumps of ice at

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.

	<p>either end of the egg" and how they melted and how this led to the flood.</p> <p>Describe and understand key aspects of physical geography (climate zones) and human geography (energy, food, minerals and water).</p> <ul style="list-style-type: none"> <li>- <a href="https://www.bbc.com/bitesize/clips/zr7hyrd">https://www.bbc.com/bitesize/clips/zr7hyrd</a>.</li> </ul> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>- Children to use throughout when covering rest of objectives.</li> </ul> <p>Use fieldwork.</p> <ul style="list-style-type: none"> <li>- Children to take and record daily temperature readings from outside the classroom and compare to Scotland - children to use their understanding of climate zones to explain their findings.</li> </ul>					
<p><b>Computing</b></p>	<p>Data - temperature and weather conditions - creating graphs.</p> <ul style="list-style-type: none"> <li>- Children to create own graphs using excel (and formulas) to represent their findings from the temperature fieldwork.</li> </ul> <p>Media - weather forecast</p> <ul style="list-style-type: none"> <li>- Children to film own weather forecast show</li> <li>- use of greenscreen</li> </ul>	<p>Media - create a podcast about war</p>	<p>Online Safety</p>	<p>Impact of technology</p>	<p>Programming - create games that involve routes and journeys.</p>	<p>Data - spreadsheets on profit and loss.</p>

	(green display paper?) and get Nick to edit?					
DT		<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>(Creating a meal under ration conditions)</p>				<p><b>Design</b> 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</p> <p><b>Make</b> 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> <p><b>Evaluate</b> 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.</p>
<b>Additional Art/Music</b>	Design an emergency kit.	Learn war songs.	Persuasive Rap/Chant	Marketing poster	French songs	Craft skills Yr 6 performance
<b>PSHE</b>	Being Me and My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>MFL - French</b>	Understand, say and recognise (by reading out) a few familiar spoken words and phrases. Imitate correct pronunciation.	Understand, say and recognise directions,	Understand, say and recognise dates, pocket money, numbers to 100,	Understand, say and recognise family	Understand, say and recognise sports vocabulary, healthy eating and 'Four Friends' story.	Understand, say and recognise animal vocabulary

		weather and numbers to 30		vocabulary, likes and dislikes		
<b>Health and Wellbeing</b>						
<b>Art</b>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including drawing and painting</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including drawing and painting</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including sculpture</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ improve their mastery of art techniques, including sculpture</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ learn about great artists, architects and designers in history</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop techniques, including control and use of materials, with creativity and experimentation</li> <li>♣ develop an increasing awareness of different kinds of art and craft.</li> <li>♣ learn about great artists, architects and designers in history</li> </ul>
<b>Music</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ develop an understanding of the history of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ develop an understanding of the history of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds</li> </ul>

	♣ develop an understanding of the history of music.	from different traditions and from great composers and musicians  ♣ develop an understanding of the history of music.			with increasing aural memory  ♣ use and understand staff and other musical notations	with increasing aural memory  ♣ use and understand staff and other musical notations
PE	Games/Play Activities		Gymnastics		Net & wall	
	<p><b>Improve skills of</b> travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.  <b>Experience</b> small sided and modified competitive versions of different types games, (i.e. invasion/net wall/strike &amp; field); a variety of common skills and game principles linked to attacking &amp; defending play; team wok; refining their own games, competition.  <b>Develop</b> team games - working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of game principles.</p>		<p><b>Improve skills of</b> rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape, levels; using different combinations of floor and apparatus, working alone/with partner. Practise adapt and refine actions; perform with whole/part body control; explore and select actions that can be developed within sequences, practised and repeated through gymnastic actions.  <b>Experience</b> performing and practising sequences alone with others; responding to own/partner task; complex sequences, planning apparatus, layouts.  <b>Develop</b> selecting own ideas and relevant apparatus to develop more complex sequences.</p>		<p><b>Improve skills of</b> travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.  <b>Experience</b> small sided and modified competitive versions of different types games, (i.e. invasion/net wall/strike &amp; field); a variety of common skills and game principles linked to attacking &amp; defending play; team wok; refining their own games, competition.  <b>Develop</b> team games - working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of game principles.</p>	
Each term, the class teacher will follow the REAL PE scheme in a second PE lesson						