

# Year 6 - Curriculum Map – September 2018



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	Britain since 1930	Bullying	Magical and Mystical	Explorers	Changes
<b>English</b>	<p><b>Goodnight Mr Tom</b></p> <p>Poetry Diary Letter (Extended / Chapter piece) Narrative Autobiography</p> <p><b>SPAG</b> Types of nouns Subjunctive mode Sentence typos and question tags</p> <p><b>Spelling</b> Suffixes I before e rule</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p><b>The Boy in the Striped Pyjamas</b></p> <p><b>Polar Express</b></p> <p>Popular text Description Report writing Narrative</p> <p><b>SPAG</b> Phrases and clauses Subordinate clauses Active and passive voices</p> <p><b>Spelling</b> Homophones Near homophones Etymology and word families</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p><b>Skellig</b></p> <p>Narrative text Description Newspaper Report</p> <p><b>Princess Blankets Way Home</b></p> <p>Biography Letter Conversation</p> <p><b>SPAG</b> Ellipsis Subject and verb agreement Subject, object, verb and article Double negatives</p> <p><b>Spelling</b> Using a thesaurus Synonyms Antonyms Word lists 3 and 4, 5 and 6</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p><b>The Philosopher's Stone</b></p> <p>Poetry Extended narrative Diary Information writing Letters Argument</p> <p><b>SPAG</b> Adverbials Layout devices Tense choices Conjunctions Hyphen</p> <p><b>Spelling</b> Proofreading Word lists 3 and 4 5 and 6</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p><b>Roof toppers Shackleton's Journey (Non-fiction text)</b></p> <p>Historical non-fiction text</p> <p>Newspaper report Short story Recount Information writing SATS focus - reading</p> <p><b>SPAG</b> REVISION! Speech Colons Semi-colons Bullet points</p> <p><b>Spelling</b> Irregular word spellings Standard English Vocabulary in context Word lists 3 and 4, 5 and 6</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p><b>Boy in a Girls' Bathroom</b></p> <p>SATS focus – writing – Preparation for moderation</p> <p>Persuasion Argument Interview Diary</p> <p><b>Dangerous Curriculum</b></p> <ul style="list-style-type: none"> <li>• Water fight - recount</li> <li>• Fire – Poetry</li> <li>• Den building – Adventure story</li> </ul>

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<p><b>Mathematics</b></p>	<p><b>Number sense</b> Read, write and order numbers up to 10 million. Rounding Converting units of measure, including between miles and kilometres.</p> <p><b>Additive reasoning</b> Mental calculations. Addition and subtraction methods and problem solving. Use simple formulae. Generate number sequences. Interpret and construct pie charts.</p> <p>Focus on Arithmetic (Daily)</p>	<p><b>Multiplicative reasoning</b> Formal method of multiplying and dividing. Long division and long multiplication. Factors, multiples and prime numbers. Calculating percentages Solve problems. Calculating the mean</p> <p><b>Geometric reasoning</b> Draw, name and classify 2D and 3D shapes. Illustrate and name parts of a circle. Angles. Area and perimeter.</p> <p>Focus on Arithmetic (Daily)</p>	<p><b>Number sense</b> Solve problems involving number, fractions, decimals and percentages.</p> <p><b>Multiplicative reasoning</b> Ratio and proportion. Unequal sharing. Scaling.</p> <p><b>Geometric reasoning</b> Describe positions on the full coordinate grid. Draw and translate simple shapes. Reflect shapes in the axes</p> <p>Focus on Arithmetic (Daily)</p>	<p><b>Additive reasoning</b> Negative numbers. Order of operations. Multi-step problems. Pie charts and line graphs. Generate and describe number sequences.</p> <p><b>Number Sense</b> Simplify fractions. Ordering fractions. Equivalent fractions. Add, subtract, multiply and divide fractions. Fraction, decimal and percentage equivalents.</p> <p>Focus on Arithmetic (Daily)</p>	<p><b>SATs</b> Revise all concepts taught.</p> <p>Apply number and calculation knowledge to problems.</p> <p><b>Enterprise</b> Problem Solving</p> <p>Focus on Arithmetic (Daily)</p>	<p><b>Number sense</b> Solve problems involving rounding, money, the four operations, fractions, decimals and percentages.</p> <p>Focus on Arithmetic (Daily)</p>
<p><b>Science</b></p>	<p><b>Animals, including humans.</b> Side effects of drugs Benefits of exercise</p> <p><b>The Body</b> The heart as a pump Pulse rate Muscles and Skeletons</p>	<p><b>Food chains and Habitats</b> Classification Food webs Linnaeus Classification similarities</p>	<p><b>Light and Sight</b> Sources of light Light travels in a straight line How we see reflected light Spectrum</p>	<p><b>Evolution and adaptation</b> Inheritance Advantages and disadvantages Habitats Charles Darwin Mary Anning Alfred Wallace</p>	<p><b>Electricity</b> Morse code Circuit drawings Changing circuits Conductors/ Insulators</p>	<p><b>Electricity</b> Morse code Circuit drawings Changing circuits Conductors/ Insulators</p>

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<p><b>History</b></p>	<p><b>WW2</b> Key dates Why we went to war Blitz Air-raid shelters Eye-witness accounts Evacuation Rationing Government propaganda Effect of war on daily life</p> <p><b>How did WW2 impact our local area?</b> -It's war! -Was evacuation good for everyone? -Were people better fed during the war? -How dangerous was it where you lived during WW2? -How did the war affect work and play?</p>	<p><b>Britain since 1930</b> <b>Impact of technology and transport</b> Record dates in chronological order Debate – pro/anti war Fashion Music</p> <p><b>How has communication changed over time?</b> -What can we learn about the Stone Age from cave paintings? -Who could afford a book like this? -William Caxton: the greatest inventor ever? -Who could read the newspaper? -What has changed our life the most in the 21<sup>st</sup> century?</p>		<p><b>The Maya</b> -What can we learn about the Ancient Maya from the lives of the Maya today? -Why did the Maya have so many gods? -Can you count in 20's? -Cities and pyramids -How well were the Mayans adapted to their environment? -To carry out own research project about the Mayans</p> <p><b>Why should we remember the Maya?</b> -What can we learn about the ancient Maya from the lives of the Maya today? -Why did the Maya have so many Gods? -Can you count in 20s? -Cities and pyramids. -How well adapted to their environment were the Maya?</p>	<p><b>Arctic and Antarctic Explorers</b> Ernest Shackleton Christopher Columbus Sir Walter Raleigh Amundsen</p>	
<p><b>Geography</b></p>		<p><b>Where does all of our stuff come from?</b> - Where do my school uniform and lunch come from? -Where does my fruit salad come from? -How do my clothes</p>	<p><b>Contrasting localities:</b> Felling and Chatham Temperature and rainfall. Similarities and differences</p>	<p><b>Are we damaging our world?</b> -Setting the scene -Are we damaging our world? -What are minerals and do we have an endless supply? -Where does our energy</p>	<p><b>Journeys</b> Journeys to school. Local area The race to Antarctica</p>	<p><b>How will our world look in the future?</b> -What do we want to preserve about our region? -Past, present and future : housing -Past, present and future: work and jobs</p>

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		<p>get to my wardrobe? -How has the import of products affected local industries? -Local produce or imported produce?</p>	<p><b>Physical and human features of a location</b> Rainforest Desert Ocean Mountain</p> <p><b>Are we damaging our world?</b> -Setting the scene -Are we damaging our world? -What are minerals and do we have an endless supply? -Where does our energy come from? -Why should we protect our oceans? -How can we protect our planet in school? -Plan a campaign!</p>	<p>come from? -Why should we protect our oceans? -How can we protect our planet in school? -Plan a campaign!</p>		<p>-Past, present and future: public services and amenities -Past, present and future: community spirit -Our future</p>
<b>Art/DT</b>	<p><b>ART - Cityscapes (London Skyline)</b></p> <p>Pop art techniques</p> <p>To understand how to use a palette knife and paint to create textured cityscapes</p> <p>To replicate cityscape photos using different mediums</p> <p>To create reflections in</p>	<p><b>DT – Fashion and Textiles</b></p> <p>To investigate and analyse items made using textiles</p> <p>To explore some ways in which textiles are joined and decorated</p> <p>To design an item made using textiles and draw pattern pieces</p>	<p><b>ART - Monet and the Impressionists</b></p> <p>To explore what impressionism is and when it began</p> <p>To explore some of Monet's landscape paintings</p> <p>To explore Monet's haystack series of paintings</p>	<p><b>ART - Screen Printing</b></p> <p>To explore which artists have used screen printing.</p> <p>To learn the art of calligraphy.</p> <p>Creating a background for my work.</p> <p>To produce a stencil. Using the technique of</p>	<p><b>DT – Bread</b></p> <p>To investigate and evaluate bread products according to their characteristics</p> <p>To learn how bread products are an important part of a balanced diet and can be eaten in different ways</p> <p>To find out which ingredients are needed</p>	<p><b>ART - Wassily Kandinsky</b></p> <p>To learn about the life and work of Kandinsky</p> <p>To develop ideas for an abstract work of art inspired by Kandinsky</p> <p>To create an abstract work of art inspired by Kandinsky</p>

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	<p>water</p> <p>To explore how to add detail into cityscape ink drawings</p> <p>To create a cityscape using a medium of choice</p>	<p>To use pattern pieces to measure, mark and cut fabric</p> <p>To join fabric pieces by hand sewing</p> <p>To sew hems on an item made using textiles and to add on design details</p>	<p>To explore Monet's paintings of cities</p> <p>To explore the artwork Monet produces in his later years at his garden in Giverny</p> <p>To review the life and work of Claude Monet</p> <p><b>Make garages – mechanism</b></p>	<p>screen printing to produce a piece of artwork.</p> <p>To learn how to display work and evaluate it.</p>	<p>to make bread and how ingredients can be altered and mixed to create different effects</p> <p>To be able to design a new bread product for a particular person or event</p> <p>To be able to make bread based on a plan and design</p> <p>To be able to evaluate a finished product</p>	
<p><b>Music</b></p>	<p>Harvest Assembly</p> <p><b>Music Express World Unite-</b> Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>	<p>Singing for Christmas – sacred carols and secular</p> <p><b>Music Express Journeys-</b> The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</p>	<p><b>Music Express Roots-</b> A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day.</p>	<p><b>Music Express Growth-</b> 'The Street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p>	<p><b>Music Express Class Awards-</b>An opportunity to celebrate the children's achievements at the end of primary school with a music awards show customised for the class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	<p><b>Music Express Moving on-</b> Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p> <p><b>Year 5/6 Production</b></p>

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<b>Special Events</b>		Arethusa Yr 6 Residential Visit VE Day Celebration Fashion Show		Visit to Harry Potter World Spring Arts' festival Founders' Day	Ski Centre Enterprise Week	Theatre trip Transition to secondary school
<b>Forest School</b>					Dangerous Curriculum <ul style="list-style-type: none"> <li>Water fight</li> <li>Building a den</li> </ul>	Dangerous Curriculum <ul style="list-style-type: none"> <li>Bonfire</li> <li>Making a catapult</li> </ul>
<b>ICT</b>	E-Safety  Creating charts in Excel.	<b>Planning a mobile app</b> Capabilities of smartphones Understanding GPS Identify interesting problems Evaluating competing products Picture proposal for a Smart phone  Use of Word and Publisher.	<b>We are app developers</b> Become familiar with Codea Import existing media Write down algorithms Program, debug and refine Thoroughly test.	E-Safety  <b>We are interface designers - Scratch</b> Work collaboratively to design the apps interface Use wire framing tools to create a design Source individual interface components Address accessibility issues Document design decisions  Functions within Excel (SUM, etc.)		Blogging <b>We are project managers</b> Scope a project Identify existing talents Identify and track progress] Identify resources needed. Used web-based research skills Consider strategies of a collaborative project
<b>RE</b>	<b>Old Testament Stories</b> -Adam and Eve -Noah -Moses -Ruth and Naomi -David and Jonathon -Elijah	<b>Stories from the NT</b> -Jesus is tempted -Water into wine -Jesus calms the storm -The Parable of the Talents -The Prodigal Son -The 10 Lepers  The Christmas Story	<b>CHRISTIANITY AND HINDUISM: RITES OF PASSAGE</b> -Baptising a child -Christian marriage -Christian funeral -How faiths see Heaven -Hinduism new baby -Hinduism marriage -Hinduism death The Easter Story	<b>Hinduism: Origins and Beliefs</b> -Hindu deities -Goddesses -Creation -Mahatma Gandhi -Brahmin -Brothers and sisters	<b>Hinduism: Worship and Ceremony</b> -Mandir (Temple) -A Holy Shrine -Pilgrimage -The Ramayana -Divali -Holik	<b>Study of a religious figure:</b> Anne Frank Mother Teresa Ghandi Corrie ten Boom

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<p><b>PSHE</b></p>	<p><b>Values- 2 year cycle</b> Respect Friendship Happiness Tolerance</p> <p>Evacuation – feelings, change, empathy</p> <p><b>It's our world</b> Contribute to class charter Safe and happy environment Why we need rules Democracy Looking after our environment Climate change</p> <p>Right to free speech Election of special offices</p>	<p><b>Values- 2 year cycle</b> Peace Hope Love Generosity Friendship</p> <p><b>Say no</b> Pressures from society Peer pressure Drugs/alcohol and tobacco Consequences of carrying knives Bullying</p> <p>Great British TV and Drama Great British Pop songs</p>	<p><b>Values- 2 year cycle</b> Independence Positivity Caring Understanding</p> <p><b>People around us</b> Uk- a rich society Different relationships Challenging stereotypes Put-downs Friendship breakups Forgiveness</p> <p>How local government works (hold a debate) Modern living Britons</p>	<p><b>Values- 2 year cycle</b> Humility Responsibility Patience Trust</p> <p>Friendship</p> <p><b>Who likes chocolate?</b> Why some countries are richer Trade Trade in chocolate Food shortages Worlds resources</p> <p>Britain in Europe Keeping Healthy</p>	<p><b>Values- 2 year cycle</b> Courage Perseverance Honesty Fairness</p> <p>Team work Death/Loss Trust</p> <p><b>Money matters</b> How we spend money Value for money Borrowing money Poverty</p> <p>Tourism</p>	<p><b>Values- 2 year cycle</b> Compassion Simplicity</p> <p>Sex Ed / Puberty Embarrassment Friendship</p> <p><b>Growing up</b> Body changes during puberty Adult relationships How babies are made Pregnancy and conception Caring for a baby</p> <p>Supporting the family Unspoken British class system</p>
	<p><b>School values</b> taught in assembly/circle time and PSHE lessons</p> <ul style="list-style-type: none"> <li>-Rule of law</li> <li>-Democracy</li> <li>-Individual liberty</li> <li>-Mutual respect</li> <li>-Tolerance</li> </ul> <p><b>Prevent</b> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding.</p> <p><b>Mental Health</b> Twelve sessions over the course of the year covering Identifying my emotions, Stigma, Stress and stress management, coping with transition, resilience building, negative self-talk, the positive voice.</p>					

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<b>PE</b>	<p><b>Gym</b> Perform shapes and balances Counterbalances Effective jumping and building sequences Perform headstands Perform basic vaults Create and perform a routine</p> <p><b>Hockey</b> Different grips Dribble in all directions Passing on the move Out witting defenders Defending Playing a game</p>	<p><b>Table Tennis</b></p> <p><b>Tag Rugby</b> Dodging and weaving Familiarity with rugby ball Throwing the rugby ball Tagging a player Passing towards goal Playing a game</p>	<p><b>Handball</b> Recap handball passes and shots Dribbling and passing Deceiving an opponent Shooting opportunities Play a game</p> <p><b>Footgolf</b></p>	<p><b>Tennis</b> Forehand technique Backhand return Volley shot Underarm and overarm Developing the serve Performing shots in a game</p> <p><b>Badminton</b> Terminology Backhand drive Net shots Short and deep serves Smash Competitive game</p>	<p><b>Rounders</b> Two handed and one handed catch Throwing and catching Strike a bowled ball Experiment with the speed Spin and target bowling Basic rule and positions in a game</p> <p><b>Cricket</b> Basic fielding skills Catching and receiving on the move Develop batting skills Over-arm bowling Tactics Play a game</p>	<p><b>Orienteering</b> Athletics Sprinting Changing direction at speed Jumping for distance Throwing a shot put High jump Competition</p> <p><b>Sports Day and House Races</b></p>
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GST Theme “Green and Pleasant Land” highlighted throughout curriculum