

Year 6 Long Term Curriculum Map

	Advent 1- 7 weeks	Advent 2- 8 weeks	Lent 1- 6 weeks	Lent 2- 5 weeks	Pentecost 1- 7 weeks	Pentecost 2- 5 weeks
Theme / Topic:	Awful Egyptians	Amazing Americas	World War II	Raging Rivers	Magnificent Mayans	Our World
English:	Egyptian Cinderella (book) <ul style="list-style-type: none"> • Diary (recount) • Narrative • Newspaper (in topic) 	Journey to the river sea <ul style="list-style-type: none"> • Diary (recount) • Non-chronological report • Letters • Balanced argument/persuasion • Poetry 	Goodnight Mr Tom <ul style="list-style-type: none"> • Character description • Diary (recount) • Letter • Non chronological report • Newspaper 	The Wind in the Willows <ul style="list-style-type: none"> • Playscripts • Poetry • Narrative • Non-chronological reports 	The Chocolate Tree <ul style="list-style-type: none"> • Instructions • Non-chronological report • Persuasion • Balanced argument 	<ul style="list-style-type: none"> • Biography • Narrative • Non-chronological report
Maths:	Place Value Four Operations	Fractions Position and Direction	Decimals Percentages Algebra	Converting Units Perimeter, Area and Volume, Statistics Ratio, Geometry	Revision for SATs Problem Solving	Investigations
Science:	Light <ul style="list-style-type: none"> • Recognise light travels in straight lines • Explain that we see things because light travels from sources to our eyes • Explain why shadows have the same shape as the objects that cast them. 	Animals including humans: circulation <ul style="list-style-type: none"> • Name parts • Describe functions • Recognise impact of diet/exercise/drugs • Describe how nutrients are transported 	Electricity <ul style="list-style-type: none"> • Voltage of cells in a circuit • Compare how components function in a circuit • Use symbols to represent a circuit 	Evolution and Inheritance <ul style="list-style-type: none"> • Recognise living things change over time and that fossils provide information • Recognise that living things produce offspring of the same kind • Identify how animals and plants are adapted to their environment. 	Investigations (consolidation) <ul style="list-style-type: none"> - Electric vehicle - Healthy Snack - Design a species - Periscope 	Living things and their habitats <ul style="list-style-type: none"> • Describe how living things are classified in group according to characteristics. • Give reasons for classifying plants.

Year 6 Long Term Curriculum Map

<p>Computing:</p>	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information. 	<p>Online Safety</p> <ul style="list-style-type: none"> • Use technology respectfully and safely • Identify ways to report concerns 	<p>Scratch: Animated stories</p> <ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts • Create programs which use variables. • Use variables, sequence, selection and repetition in programs. 	<p>Kodu Programming</p> <ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts • Create programs which use variables. • Use variables, sequence, selection and repetition in programs. 	<p>Film Making</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting information. 	<p>Using and Applying skills</p> <p>Application of all skills taught.</p>
<p>History:</p>	<p>Early civilisations: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <ul style="list-style-type: none"> - Who they were and where they were - Daily life - Mummification - Tutankhamun & other famous Egyptians - Egyptian Gods 		<p>World War II</p> <ul style="list-style-type: none"> - The outbreak of war were and when - Evacuation - Rationing system - The role of women in war - The events of the Holocaust - Key dates/ events in WWII <p>(The outbreak of war, evacuation, rationing, role of women, holocaust, key events)</p>		<p>A non-European society that contrasts with British History: Mayan Civilization (c AD900)</p> <ul style="list-style-type: none"> - Who were the Maya, where they lived, what happened to them - Religious beliefs - Maya calendars/ number system - Mayan cities & exploration (ruins) - Mayan writing - Food & culture 	

Year 6 Long Term Curriculum Map

Geography:		<p>Amazing Americas (South America) (Map work on location, Climate zones, biomes and vegetation belts, comparison to UK)</p> <ul style="list-style-type: none"> - Where in the world - Climate (Different climates across South America) - Andes Mountains, (volcanoes, Machu Picchu, glaciers) - Human geography (Population, life expectancy, language, religion, capital city, currency) - Trade & industry (import/export) - Country study 		<p>Raging Rivers (Map work: UK rivers incl Ordnance Survey maps, rivers of the world, features of a river, erosion & deposition, human geography: use of rivers)</p> <ul style="list-style-type: none"> - Locate the key rivers of the UK - Locate the key rivers of the world - Describe the key features of a river system - Use atlas and maps to identify the key features of a river system - Describe the ways rivers are used - Explain the impact of damming rivers 		
RE:	<p>Domestic Church: Family - Loving, Baptism/Confirmation Belonging - Vocation and Commitment</p>	<p>Judaism Advent/Christmas: Loving - Expectations</p>	<p>Local church: community - Sources Eucharist: relating - Unity</p>	<p>Lent/.Easter: giving - Death and New Life</p>	<p>Pentecost: Serving - Witnesses Reconciliation: Inter-relating - Healing Other World Faiths</p>	<p>Universal Church: World - Common Good</p>
PE: (Miss Geary)	<p>Games: Invasion games - Unit 1 (hockey)</p> <ul style="list-style-type: none"> • Play competitive 	<p>Gymnastics: Unit x - matching and mirroring</p> <ul style="list-style-type: none"> • Develop 	<p>Dance: Unit 1: World of sport</p> <ul style="list-style-type: none"> • Perform dances using a range of 	<p>Games: Net/ court/ wall: Unit 2 (volleyball)</p> <ul style="list-style-type: none"> • Play competitive 	<p>Games: Striking and fielding Unit 3</p> <ul style="list-style-type: none"> • Play competitive games, modified 	<p>Games: Striking and fielding Unit</p>

Year 6 Long Term Curriculum Map

	<p>games, modified where appropriate</p> <ul style="list-style-type: none"> Apply basic principles suitable for attacking and defending 	<p>flexibility, strength, technique, control and balance [for example, through gymnastics]</p>	<p>movement patterns</p>	<p>games, modified where appropriate</p> <p>Apply basic principles suitable for attacking and defending</p>	<p>where appropriate</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. 	
PE: FDS	<p>Athletics Unit 1</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Use running, jumping, throwing and catching in isolation and in combination. 	<p>Games: Invasion games - Unit 1 (soccer)</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate <p>Apply basic principles suitable for attacking and defending</p>	<p>Gymnastics: Unit Y</p> <p>Develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p>	<p>Games: Net/ court/ wall: Unit 2 (tennis)</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate <p>Apply basic principles suitable for attacking and defending</p>	<p>Games: Invasion games Unit 4 (netball, basketball, rugby)</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending 	<p>Athletics Unit 2:</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Use running, jumping, throwing and catching in isolation and in combination.
Design & Technology:	<p>Egyptian: sarcophagus/mummy project</p> <ul style="list-style-type: none"> Master sculpture techniques 	<p>Sewing: Christmas</p> <ul style="list-style-type: none"> Master techniques in textiles 			<p>Mexican food: where ingredients come from, preparing/ cooking</p> <ul style="list-style-type: none"> Understand where food comes from Develop further understanding of a healthy and varied diet and prepare dishes 	<p>Moving Animals: cam mechanisms</p> <ul style="list-style-type: none"> Master methods of planning design Master making and building techniques
Art:	<p>Egyptian: Drawing faces & Egyptian death mask in charcoal/ pencil/pen</p>	<p>South American art: Dream catchers</p> <ul style="list-style-type: none"> Explore ideas and have the freedom to develop own 	<p>WW2: Lowry art</p> <p>To master painting techniques</p>	<p>Living things: Birds</p> <p>Drawing</p> <ul style="list-style-type: none"> Master drawing techniques <p>Printing</p>	<p>Mayan art: ceramics, jewellery</p> <ul style="list-style-type: none"> Master techniques in textiles 	

Year 6 Long Term Curriculum Map

	<ul style="list-style-type: none"> Master drawing techniques Making masks Master sculpture techniques 	<p>ideas from the initial starting point</p> <p>Collage/mural</p> <ul style="list-style-type: none"> Master techniques in collage 		<ul style="list-style-type: none"> Master print techniques 	<p>Sculptures</p> <ul style="list-style-type: none"> Master sculpture techniques 	
Music:	<p>Pulse</p> <ul style="list-style-type: none"> Maintain a strong sense of pulse and recognise when going out of time. Maintain an independent part in a group when singing or playing with an awareness of other parts / performers. 	<p>Voice / Young Voices</p> <ul style="list-style-type: none"> Experiment with and refine sounds with my voice. Maintain a part in a performance with my voice. Create and perform a vocal piece by following a graphic / notated score. 	<p>Rhythm</p> <ul style="list-style-type: none"> Follow bars of music accurately. Start and finish with their group accurately. Accurately follow the tempo change. Respond accordingly to the change in dynamics and demonstrate control of instrument accordingly. 	<p>Pitch</p> <ul style="list-style-type: none"> demonstrate increasing confidence, ... through taking different roles in performance and rehearsal (playing a solo melody, group ostinato, conductor, evaluator, pulse keeper) Use a variety of musical devices, timbres, textures, techniques when creating and making music. 	<p>Music Technology & Structure</p> <ul style="list-style-type: none"> Use a variety of musical devices when making music to include timbres, textures, techniques etc Create music which demonstrates an understanding of structure and discuss the choices made. 	<p>20th Century Music</p> <ul style="list-style-type: none"> Use a variety of musical devices, timbres, textures, techniques etc when creating and making music Experiment with voices, sounds, technology and instruments in creating ways to explore new techniques.
PSHE	<p>Exploring Emotions</p> <ul style="list-style-type: none"> Recognising feelings Actions affect others Resolving disputes Good and bad feelings 	<p>Bullying</p> <ul style="list-style-type: none"> Actions affect others Identifying discrimination/ bullying <p>Drug Education</p> <ul style="list-style-type: none"> Making informed 	<p>Being me/ Community</p> <ul style="list-style-type: none"> Responsibilities in the community Differences and similarities between people <p>Being safe</p> <ul style="list-style-type: none"> Making informed 	<p>Difference and Diversity</p> <ul style="list-style-type: none"> Being respectful Same/ different Consequences of discrimination Stereotypes 	<p>Being Responsible</p> <ul style="list-style-type: none"> Why we need rules Human rights and responsibilities <p>Money Matters</p> <ul style="list-style-type: none"> Enterprise skills Social media 	<p>Changes</p> <ul style="list-style-type: none"> Managing difficult emotions Managing change Transition to secondary school

Year 6 Long Term Curriculum Map

	<ul style="list-style-type: none"> Recognising emotions Being Healthy <ul style="list-style-type: none"> Balanced lifestyle Making informed choices Mental health 	choices <ul style="list-style-type: none"> Knowing the risk of drugs Basic emergency procedures 	choices <ul style="list-style-type: none"> Identifying where to get help Protecting information online 		information <ul style="list-style-type: none"> Managing dares 	
French	Unit 7: Le weekend Le Samedi soir	Unit 8: Les vêtements Au magasin de vêtements	Unit 9: Ma Journée Ma Routine	Unit 10: Les Transport Je vais a la piscine	Unit 11: Le Sport Le grand match	Unit 12: On va faire la fete Au café