

Year 6 Long Term Curriculum Map 2022-23

Year 6	Advent 1-	Advent 2-	Lent 1-	Lent 2-	Pentecost 1-	Pentecost 2-
Theme:	Awful Egyptians	Amazing Americas	World War II	Raging Rivers	Magnificent Mayans	Our World
English:	Egyptian Cinderella <ul style="list-style-type: none"> Persuasive argument Narrative Tadeo Jones <ul style="list-style-type: none"> Narrative Poetry <ul style="list-style-type: none"> Acrostic, kenning Free verse 	Journey to the river sea <ul style="list-style-type: none"> Rules Letter Tourism leaflet Diary Advert Poetry 	Goodnight Mr Tom <ul style="list-style-type: none"> Write in role (narrative) Diary Character description Letter Non-chronological reports 	The Wind in the Willows <ul style="list-style-type: none"> Poetry Narrative 	The Chocolate Tree <ul style="list-style-type: none"> Instructions Non-chronological report Persuasion Balanced argument Poetry 	Our World <ul style="list-style-type: none"> Biography Narrative Non-chronological report Poetry
Maths:	Place Value Four Operations	Fractions Converting Units	Ratio Algebra Decimals Percentages	Fractions, decimals, percentages Area, perimeter, volume Statistics	Shape Position and direction 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 		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.

				their environment.		
Computing:	<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>Know your network</p> <ul style="list-style-type: none"> Understand computer networks.
History:	<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 Key dates/ events in WWII 		<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 	
Geography:		<p>Amazing Americas (South America) (Map work on location,</p>		<p>Raging Rivers (Map work: UK rivers incl ordnance survey</p>		<p>Fieldwork</p>

		<p>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>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: (Mrs Stachurski)	<p>Games: Invasion games - Unit 1 (hockey)</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Apply basic principles suitable for attacking and defending 	<p>Dance: Unit 1: World of sport</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns 	<p>Dance: Unit 4 Flight from danger</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns 	<p>Games: Net/ court/ wall: Unit 2 (volleyball)</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: Striking and fielding Unit 3</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Use running, jumping, throwing and catching in isolation and in combination. 	<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.
PE: FDS	<p>Games: Invasion games - Unit 1 (soccer)</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending 	<p>Gymnastics: Unit x - matching and mirroring</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through gymnastics] 	<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> <ul style="list-style-type: none"> Master drawing techniques <p>Making masks</p> <ul style="list-style-type: none"> Master sculpture techniques 	<p>South American art: Dream catchers</p> <ul style="list-style-type: none"> Explore ideas and have the freedom to develop own ideas from the initial starting point <p>Collage/mural</p> <ul style="list-style-type: none"> Master techniques in collage 	<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> <ul style="list-style-type: none"> Master print techniques 	<p>Mayan art: ceramics, jewellery</p> <ul style="list-style-type: none"> Master techniques in textiles <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 	<p>Voice / Young Voices</p> <ul style="list-style-type: none"> Experiment with and refine sounds 	<p>Rhythm</p> <ul style="list-style-type: none"> Follow bars of music accurately. 	<p>Pitch</p> <ul style="list-style-type: none"> demonstrate increasing 	<p>Music Technology & Structure</p> <ul style="list-style-type: none"> Use a variety of 	<p>20th Century Music</p> <ul style="list-style-type: none"> Use a variety of musical devices,

	<p>recognise when going out of time.</p> <ul style="list-style-type: none"> Maintain an independent part in a group when singing or playing with an awareness of other parts / performers. 	<p>with my voice.</p> <ul style="list-style-type: none"> Maintain a part in a performance with my voice. Create and perform a vocal piece by following a graphic / notated score. 	<ul style="list-style-type: none"> 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>confidence, ... through taking different roles in performance and rehearsal (playing a solo melody, group ostinato, conductor, evaluator, pulse keeper)</p> <ul style="list-style-type: none"> Use a variety of musical devices, timbres, textures, techniques when creating and making music. 	<p>musical devices when making music to include timbres, textures, techniques etc</p> <ul style="list-style-type: none"> Create music which demonstrates an understanding of structure and discuss the choices made. 	<p>timbres, textures, techniques etc when creating and making music</p> <ul style="list-style-type: none"> 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 Recognising emotions <p>Being Healthy</p> <ul style="list-style-type: none"> Balanced lifestyle Making informed choices Mental health 	<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 choices Knowing the risk of drugs Basic emergency procedures 	<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 choices Identifying where to get help Protecting information online 	<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 information Managing dares 	<p>Changes-Conflicting feelings.</p> <ul style="list-style-type: none"> Managing difficult emotions Managing change Transition to secondary school <p>Relationships</p> <p>A Journey in Love</p>
French	<u>Language Angels</u> At school	<u>Language Angels</u> The weekend	<u>Language Angels</u> World War 2	<u>Language Angels</u> Healthy lifestyle	<u>Language Angels</u> Habitats	<u>Language Angels</u> Regular verbs/ Irregular verbs