

## Year 6 Long Term Curriculum Map 2022-23

Year 6	Advent 1-	Advent 2-	Lent 1-	Lent 2-	Pentecost 1-	Pentecost 2-
<b>Theme:</b>	Awful Egyptians	Amazing Americas	World War II	Raging Rivers	Magnificent Mayans	Our World
<b>English:</b>	Egyptian Cinderella <ul style="list-style-type: none"> <li>Persuasive argument</li> <li>Narrative</li> <li>Tadeo Jones</li> <li>Narrative</li> </ul> Poetry <ul style="list-style-type: none"> <li>Acrostic, kenning</li> <li>Free verse</li> </ul>	Journey to the river sea <ul style="list-style-type: none"> <li>Rules</li> <li>Letter</li> <li>Tourism leaflet</li> <li>Diary</li> <li>Advert</li> <li>Poetry</li> </ul>	Goodnight Mr Tom <ul style="list-style-type: none"> <li>Write in role (narrative)</li> <li>Diary</li> <li>Character description</li> <li>Letter</li> <li>Non-chronological reports</li> </ul>	The Wind in the Willows <ul style="list-style-type: none"> <li>Poetry</li> <li>Narrative</li> <li>Persuasive letters</li> </ul>	The Rain player <ul style="list-style-type: none"> <li>Instructions</li> <li>Newspaper reports</li> </ul>	<ul style="list-style-type: none"> <li>Biography</li> <li>Narrative</li> <li>Non-chronological report</li> <li>Poetry</li> </ul>
<b>Maths:</b>	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
<b>Science:</b>	Light <ul style="list-style-type: none"> <li>Recognise light travels in straight lines</li> <li>Explain that we see things because light travels from sources to our eyes</li> <li>Explain why shadows have the same shape as the objects that cast them.</li> </ul>	Animals including humans: circulation <ul style="list-style-type: none"> <li>Name parts</li> <li>Describe functions</li> <li>Recognise impact of diet/exercise/drugs</li> <li>Describe how nutrients are transported</li> </ul>	Electricity <ul style="list-style-type: none"> <li>Voltage of cells in a circuit</li> <li>Compare how components function in a circuit</li> <li>Use symbols to represent a circuit</li> </ul>	Evolution and Inheritance <ul style="list-style-type: none"> <li>Recognise living things change over time and that fossils provide information</li> <li>Recognise that living things produce offspring of the same kind</li> <li>Identify how animals and plants are adapted to</li> </ul>	Living things and their habitats <ul style="list-style-type: none"> <li>Describe how living things are classified in group according to characteristics.</li> <li>Give reasons for classifying plants.</li> </ul>	

				their environment.		
<b>Computing:</b>	<p>Spreadsheets</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Online Safety</p> <ul style="list-style-type: none"> <li>Use technology respectfully and safely</li> <li>Identify ways to report concerns</li> </ul>	<p>Scratch: Animated stories</p> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> <li>Create programs which use variables.</li> <li>Use variables, sequence, selection and repetition in programs.</li> </ul>	<p>Kodu Programming</p> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> <li>Create programs which use variables.</li> <li>Use variables, sequence, selection and repetition in programs.</li> </ul>	<p>Film Making</p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting information.</li> </ul>	<p>Know your network</p> <ul style="list-style-type: none"> <li>Understand computer networks.</li> </ul>
<b>History:</b>	<p>Early civilisations: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of <b>Ancient Egypt</b>.</p> <ul style="list-style-type: none"> <li>Who they were and where they were</li> <li>Daily life</li> <li>Mummification</li> <li>Tutankhamun &amp; other famous Egyptians</li> <li>Egyptian Gods</li> </ul>		<p>World War II</p> <ul style="list-style-type: none"> <li>The outbreak of war were and when</li> <li>Evacuation</li> <li>Rationing system</li> <li>The role of women in war</li> <li>Key dates/ events in WWII</li> </ul>		<p>A non-European society that contrasts with British History: <b>Mayan Civilization</b> (c AD900)</p> <ul style="list-style-type: none"> <li>Who were the Maya, where they lived, what happened to them</li> <li>Religious beliefs</li> <li>Maya calendars/ number system</li> <li>Mayan cities &amp; exploration (ruins)</li> <li>Mayan writing</li> <li>Food &amp; culture</li> </ul>	<p>Continue Ancient Mayans for first 3 weeks</p>
<b>Geography:</b>		<p>Amazing Americas (South America) (Map work on location,</p>		<p>Raging Rivers (Map work: UK rivers incl ordnance survey</p>		<p>Fieldwork for final 3 weeks</p>

		<p>Climate zones, biomes and vegetation belts, comparison to UK)</p> <ul style="list-style-type: none"> <li>- Where in the world</li> <li>- Climate (Different climates across South America)</li> <li>- Andes Mountains, (volcanoes, Machu Picchu, glaciers)</li> <li>- Human geography (Population, life expectancy, language, religion, capital city, currency)</li> <li>- Trade &amp; industry (import/export)</li> <li>- Country study</li> </ul>		<p>maps, rivers of the world, features of a river, erosion &amp; deposition, human geography: use of rivers)</p> <ul style="list-style-type: none"> <li>- Locate the key rivers of the UK</li> <li>- Locate the key rivers of the world</li> <li>- Describe the key features of a river system</li> <li>- Use atlas and maps to identify the key features of a river system</li> <li>- Describe the ways rivers are used</li> <li>- Explain the impact of damming rivers</li> </ul>		
<b>RE:</b>	<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>
<b>PE: (Mrs Stachurski)</b>	<p>Games: Invasion games - Unit 1 (hockey)</p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate</li> <li>• Apply basic principles suitable for attacking and defending</li> </ul>	<p>Dance: Unit 1: World of sport</p> <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns</li> </ul>	<p>Dance: Unit 4 Flight from danger</p> <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns</li> </ul>	<p>Games: Net/ court/ wall: Unit 2 (volleyball)</p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate</li> </ul> <p>Apply basic principles suitable for attacking and defending</p>	<p>Games: Striking and fielding Unit 3</p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate</li> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Athletics Unit 1</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Use running, jumping, throwing and catching in isolation and in</li> </ul>

						combination.
<b>PE: FDS</b>	<p>Games: Invasion games - Unit 1 (soccer)</p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate</li> <li>Apply basic principles suitable for attacking and defending</li> </ul>	<p>Gymnastics: Unit x - matching and mirroring</p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through gymnastics]</li> </ul>	<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"> <li>Play competitive games, modified where appropriate</li> </ul> <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"> <li>Play competitive games, modified where appropriate</li> <li>Apply basic principles suitable for attacking and defending</li> </ul>	<p>Athletics Unit 2:</p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> </ul>
<b>Design &amp; Technology:</b>	<p>Egyptian: sarcophagus/mummy project</p> <ul style="list-style-type: none"> <li>Master sculpture techniques</li> </ul>	<p>Sewing: Christmas</p> <ul style="list-style-type: none"> <li>Master techniques in textiles</li> </ul>			<p>Mexican food: where ingredients come from, preparing/ cooking</p> <ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>Develop further understanding of a healthy and varied diet and prepare dishes</li> </ul>	<p>Moving Animals: cam mechanisms</p> <ul style="list-style-type: none"> <li>Master methods of planning design</li> <li>Master making and building techniques</li> </ul>
<b>Art:</b>	<p>Egyptian: Drawing faces &amp; Egyptian death mask in charcoal/ pencil/pen</p> <ul style="list-style-type: none"> <li>Master drawing techniques</li> </ul> <p>Making masks</p> <ul style="list-style-type: none"> <li>Master sculpture techniques</li> </ul>	<p>South American art: Dream catchers</p> <ul style="list-style-type: none"> <li>Explore ideas and have the freedom to develop own ideas from the initial starting point</li> </ul> <p>Collage/mural</p> <ul style="list-style-type: none"> <li>Master techniques in collage</li> </ul>	<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"> <li>Master drawing techniques</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>Master print techniques</li> </ul>	<p>Mayan art: ceramics, jewellery</p> <ul style="list-style-type: none"> <li>Master techniques in textiles</li> </ul> <p>Sculptures</p> <ul style="list-style-type: none"> <li>Master sculpture techniques</li> </ul>	
<b>Music:</b>	<p>Pulse</p> <ul style="list-style-type: none"> <li>Maintain a strong sense of pulse and</li> </ul>	<p>Voice / Young Voices</p> <ul style="list-style-type: none"> <li>Experiment with and refine sounds</li> </ul>	<p>Rhythm</p> <ul style="list-style-type: none"> <li>Follow bars of music accurately.</li> </ul>	<p>Pitch</p> <ul style="list-style-type: none"> <li>demonstrate increasing</li> </ul>	<p>Music Technology &amp; Structure</p> <ul style="list-style-type: none"> <li>Use a variety of</li> </ul>	<p>20<sup>th</sup> Century Music</p> <ul style="list-style-type: none"> <li>Use a variety of musical devices,</li> </ul>

	<p>recognise when going out of time.</p> <ul style="list-style-type: none"> <li>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</li> <li></li> </ul>	<p>with my voice.</p> <ul style="list-style-type: none"> <li>Maintain a part in a performance with my voice.</li> <li>Create and perform a vocal piece by following a graphic / notated score.</li> </ul>	<ul style="list-style-type: none"> <li>Start and finish with their group accurately.</li> <li>Accurately follow the tempo change.</li> <li>Respond accordingly to the change in dynamics and demonstrate control of instrument accordingly.</li> </ul>	<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"> <li>Use a variety of musical devices, timbres, textures, techniques when creating and making music.</li> </ul>	<p>musical devices when making music to include timbres, textures, techniques etc</p> <ul style="list-style-type: none"> <li>Create music which demonstrates an understanding of structure and discuss the choices made.</li> </ul>	<p>timbres, textures, techniques etc when creating and making music</p> <ul style="list-style-type: none"> <li>Experiment with voices, sounds, technology and instruments in creating ways to explore new techniques.</li> </ul>
<b>PSHE</b>	<p><b>Exploring Emotions</b></p> <ul style="list-style-type: none"> <li>Recognising feelings</li> <li>Actions affect others</li> <li>Resolving disputes</li> <li>Good and bad feelings</li> <li>Recognising emotions</li> </ul> <p><b>Being Healthy</b></p> <ul style="list-style-type: none"> <li>Balanced lifestyle</li> <li>Making informed choices</li> <li>Mental health</li> </ul>	<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>Actions affect others</li> <li>Identifying discrimination/ bullying</li> </ul> <p><b>Drug Education</b></p> <ul style="list-style-type: none"> <li>Making informed choices</li> <li>Knowing the risk of drugs</li> <li>Basic emergency procedures</li> </ul>	<p><b>Being me/ Community</b></p> <ul style="list-style-type: none"> <li>Responsibilities in the community</li> <li>Differences and similarities between people</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>Making informed choices</li> <li>Identifying where to get help</li> <li>Protecting information online</li> </ul>	<p><b>Difference and Diversity</b></p> <ul style="list-style-type: none"> <li>Being respectful</li> <li>Same/ different</li> <li>Consequences of discrimination</li> <li>Stereotypes</li> </ul>	<p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>Why we need rules</li> <li>Human rights and responsibilities</li> </ul> <p><b>Money Matters</b></p> <ul style="list-style-type: none"> <li>Enterprise skills</li> <li>Social media information</li> <li>Managing dares</li> </ul>	<p><b>Changes-Conflicting feelings.</b></p> <ul style="list-style-type: none"> <li>Managing difficult emotions</li> <li>Managing change</li> <li>Transition to secondary school</li> </ul> <p><b>Relationships</b></p> <p><b>A Journey in Love</b></p>
<b>French</b>	<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> Me in the World