

## Year 6 Long Term Curriculum Map 2023-24

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>• Diary</li> <li>• Persuasive argument</li> <li>• Narrative (Tadeo Jones)</li> <li>• Setting description</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>• Poem</li> <li>• Narrative</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>• Setting description</li> <li>• Narrative</li> <li>• Persuasive letters</li> </ul>	The Rain player <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Persuasive letter</li> <li>• Newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Biography</li> <li>• Non-chronological report</li> </ul>
<b>Maths:</b>	Place Value Four Operations	Fractions Geometry Decimals	Percentages Algebra Converting units Perimeter, Area Volume	Ratio Statistics Properties of shape	Revision for SATs White Rose projects	White Rose projects
<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 their environment.</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>

<b>Computing:</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully, responsibly.</li> <li>• Recognise acceptable/unacceptable behaviour.</li> <li>• Identify a range of ways to report concerns about content/contact.</li> <li>• How to be discerning in evaluating digital content.</li> </ul>	<b>Spreadsheets</b> <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>	<b>Scratch: Animated stories</b> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> <li>• Solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs.</li> <li>• Work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<b>Kodu Programming</b> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software.</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> <li>• Solve problems by decomposing them into smaller parts</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<b>Film Making</b> <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> <li>• Understand opportunities computer networks offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked and how to be discerning in evaluating digital content.</li> </ul>	<b>Know your network</b> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet.</li> <li>• How networks can provide multiple services such as the WWW.</li> <li>• Understand opportunities networks offer for communication /collaboration.</li> </ul>
<b>History:</b>	<b>Early civilisations:</b> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared		<b>World War II</b> <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</li> </ul>		A non-European society that contrasts with British History: <b>Mayan Civilization</b> (c AD900) <ul style="list-style-type: none"> <li>- Who were the Maya, where they</li> </ul>	Continue Ancient Mayans for first 3 weeks

	and a depth study of <b>Ancient Egypt</b> . <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>		in war <ul style="list-style-type: none"> <li>- Key dates/ events in WWII</li> </ul>		lived, what happened to them <ul style="list-style-type: none"> <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>	
<b>Geography:</b>		Amazing Americas (South America) (Map work on location, Climate zones, biomes and vegetation belts, comparison to UK) <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>		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) <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>	Domestic Church: Family - Loving, Baptism/Confirmation Belonging - Vocation and Commitment	Other world faiths - Judaism Advent/Christmas: Loving - Expectations	Local church: community - Sources  Eucharist: relating - Unity	Lent/.Easter: giving - Death and New Life	Pentecost: Serving - Witnesses Reconciliation: Inter- relating - Healing Other World Faiths - Hinduism	Universal Church: World - Common Good
<b>PE: (Mrs Stachurski)</b>	Games: Invasion games - Unit 1 (hockey) <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>	Dance: Unit 1: World of sport <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> </ul>	Dance: Unit 4 Flight from danger <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> </ul>	Games: Net/ court/ wall: Unit 2 (volleyball) <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate</li> </ul> Apply basic principles suitable for attacking and defending	Games: Striking and fielding Unit 3 <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>	Athletics Unit 1 <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>PE: FDS</b>	Games: Invasion games - Unit 1 (soccer) <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>	Gymnastics: Unit x - matching and mirroring <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through gymnastics]</li> </ul>	Gymnastics: Unit Y Develop flexibility, strength, technique, control and balance [for example, through gymnastics]	Games: Net/ court/ wall: Unit 2 (tennis) <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate</li> </ul> Apply basic principles suitable for attacking and defending	Games: Invasion games Unit 4 (netball, basketball, rugby) <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>	Athletics Unit 2: <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>	Egyptian: sarcophagus/mummy project <ul style="list-style-type: none"> <li>Master sculpture techniques</li> </ul>	Sewing: Christmas <ul style="list-style-type: none"> <li>Master techniques in textiles</li> </ul>			Mexican food: where ingredients come from, preparing/ cooking <ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>Develop further understanding of a healthy and varied</li> </ul>	Moving Animals: cam mechanisms <ul style="list-style-type: none"> <li>Master methods of planning design</li> <li>Master making and building techniques</li> </ul>

					diet and prepare dishes	
<b>Art:</b>	Egyptian: Drawing faces & Egyptian death mask in charcoal/ pencil/pen <ul style="list-style-type: none"> <li>Master drawing techniques</li> </ul> Making masks <ul style="list-style-type: none"> <li>Master sculpture techniques</li> </ul>	South American art: Dream catchers <ul style="list-style-type: none"> <li>Explore ideas and have the freedom to develop own ideas from the initial starting point</li> </ul> Collage/mural <ul style="list-style-type: none"> <li>Master techniques in collage</li> </ul>	WW2: Lowry art To master painting techniques	Living things: Birds Drawing <ul style="list-style-type: none"> <li>Master drawing techniques</li> </ul> Printing <ul style="list-style-type: none"> <li>Master print techniques</li> </ul>	Mayan art: ceramics, jewellery <ul style="list-style-type: none"> <li>Master techniques in textiles</li> </ul> Sculptures <ul style="list-style-type: none"> <li>Master sculpture techniques</li> </ul>	
<b>Music:</b>	Pulse <ul style="list-style-type: none"> <li>Maintain a strong sense of pulse and recognise when going out of time.</li> <li>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</li> <li></li> </ul>	Voice / Young Voices <ul style="list-style-type: none"> <li>Experiment with and refine sounds with my voice.</li> <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>	Rhythm <ul style="list-style-type: none"> <li>Follow bars of music accurately.</li> <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>	Pitch <ul style="list-style-type: none"> <li>demonstrate increasing confidence, ... through taking different roles in performance and rehearsal (playing a solo melody, group ostinato, conductor, evaluator, pulse keeper)</li> <li>Use a variety of musical devices, timbres, textures, techniques when creating and making music.</li> </ul>	Music Technology & Structure <ul style="list-style-type: none"> <li>Use a variety of musical devices when making music to include timbres, textures, techniques etc</li> <li>Create music which demonstrates an understanding of structure and discuss the choices made.</li> </ul>	20 <sup>th</sup> Century Music <ul style="list-style-type: none"> <li>Use a variety of musical devices, timbres, textures, techniques etc when creating and making music</li> <li>Experiment with voices, sounds, technology and instruments in creating ways to explore new techniques.</li> </ul>
<b>PSHE</b>	<b>Exploring Emotions</b> <ul style="list-style-type: none"> <li>Recognising feelings</li> <li>Actions affect others</li> </ul>	<b>Bullying</b> <ul style="list-style-type: none"> <li>Actions affect others</li> <li>Identifying discrimination/</li> </ul>	<b>Being me/ Community</b> <ul style="list-style-type: none"> <li>Responsibilities in the community</li> <li>Differences and similarities</li> </ul>	<b>Difference and Diversity</b> <ul style="list-style-type: none"> <li>Being respectful</li> <li>Same/ different</li> <li>Consequences of</li> </ul>	<b>Being Responsible</b> <ul style="list-style-type: none"> <li>Why we need rules</li> <li>Human rights and responsibilities</li> </ul>	<b>Changes-Conflicting feelings.</b> <ul style="list-style-type: none"> <li>Managing difficult emotions</li> <li>Managing change</li> </ul>

	<ul style="list-style-type: none"> <li>Resolving disputes</li> <li>Good and bad feelings</li> <li>Recognising emotions</li> </ul> <b>Being Healthy</b> <ul style="list-style-type: none"> <li>Balanced lifestyle</li> <li>Making informed choices</li> <li>Mental health</li> </ul>	bullying <b>Drug Education</b> <ul style="list-style-type: none"> <li>Making informed choices</li> <li>Knowing the risk of drugs</li> <li>Basic emergency procedures</li> </ul>	between people <b>Being safe</b> <ul style="list-style-type: none"> <li>Making informed choices</li> <li>Identifying where to get help</li> <li>Protecting information online</li> </ul>	discrimination <ul style="list-style-type: none"> <li>Stereotypes</li> </ul>	<b>Money Matters</b> <ul style="list-style-type: none"> <li>Enterprise skills</li> <li>Social media information</li> <li>Managing dares</li> </ul>	<ul style="list-style-type: none"> <li>Transition to secondary school</li> </ul> <b>Relationships</b>  <b>A Journey in Love</b>
<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