

Year 6 Long Term Curriculum Map 2023-24

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"> • Diary • Persuasive argument • Narrative (Tadeo Jones) • Setting description 	Journey to the river sea <ul style="list-style-type: none"> • Rules • Letter • Tourism leaflet • Diary • Poem • Narrative 	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 • Setting description • Narrative • Persuasive letters 	The Rain player <ul style="list-style-type: none"> • Instructions • Persuasive letter • Newspaper 	<ul style="list-style-type: none"> • Biography • Non-chronological report
Maths:	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
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. 		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.

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

	<p>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>in war</p> <ul style="list-style-type: none"> - Key dates/ events in WWII 		<p>lived, what happened to them</p> <ul style="list-style-type: none"> - Religious beliefs - Maya calendars/ number system - Mayan cities & exploration (ruins) - Mayan writing - Food & culture 	
<p>Geography:</p>		<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:	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
PE: (Mrs Stachurski)	Games: Invasion games - Unit 1 (hockey) <ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending 	Dance: Unit 1: World of sport <ul style="list-style-type: none"> Perform dances using a range of movement patterns 	Dance: Unit 4 Flight from danger <ul style="list-style-type: none"> Perform dances using a range of movement patterns 	Games: Net/ court/ wall: Unit 2 (volleyball) <ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending	Games: Striking and fielding Unit 3 <ul style="list-style-type: none"> Play competitive games, modified where appropriate Use running, jumping, throwing and catching in isolation and in combination. 	Athletics Unit 1 <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	Games: Invasion games - Unit 1 (soccer) <ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending 	Gymnastics: Unit x - matching and mirroring <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through gymnastics] 	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"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending	Games: Invasion games Unit 4 (netball, basketball, rugby) <ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending 	Athletics Unit 2: <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:	Egyptian: sarcophagus/mummy project <ul style="list-style-type: none"> Master sculpture techniques 	Sewing: Christmas <ul style="list-style-type: none"> Master techniques in textiles 			Mexican food: where ingredients come from, preparing/ cooking <ul style="list-style-type: none"> Understand where food comes from Develop further understanding of a healthy and varied 	Moving Animals: cam mechanisms <ul style="list-style-type: none"> Master methods of planning design Master making and building techniques

					diet and prepare dishes	
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 To master painting techniques</p>	<p>Living things: Birds 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 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 	<p>Bullying</p> <ul style="list-style-type: none"> Actions affect others Identifying discrimination/ 	<p>Being me/ Community</p> <ul style="list-style-type: none"> Responsibilities in the community Differences and similarities 	<p>Difference and Diversity</p> <ul style="list-style-type: none"> Being respectful Same/ different Consequences of 	<p>Being Responsible</p> <ul style="list-style-type: none"> Why we need rules Human rights and responsibilities 	<p>Changes-Conflicting feelings.</p> <ul style="list-style-type: none"> Managing difficult emotions Managing change

	<ul style="list-style-type: none"> 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> <p>Drug Education</p> <ul style="list-style-type: none"> Making informed choices Knowing the risk of drugs Basic emergency procedures 	<p>between people</p> <p>Being safe</p> <ul style="list-style-type: none"> Making informed choices Identifying where to get help Protecting information online 	<p>discrimination</p> <ul style="list-style-type: none"> Stereotypes 	<p>Money Matters</p> <ul style="list-style-type: none"> Enterprise skills Social media information Managing dares 	<ul style="list-style-type: none"> Transition to secondary school <p>Relationships</p> <p>A Journey in Love</p>
French	<p><u>Language Angels</u> At school (A l'ecole)</p> <ul style="list-style-type: none"> School subject vocab Telling the time What time you enjoy subjects 	<p><u>Language Angels</u> The weekend (Le weekend)</p> <ul style="list-style-type: none"> Time telling vocab. Weekend activities Activities and times Giving positive/negative opinions Translate passage of French to English 	<p><u>Language Angels</u> World War 2 (La Seconde Guerre Mondiale)</p> <ul style="list-style-type: none"> Countries and languages involved in WW2 Evacuee experiences Things evacuees saw in countryside and cities Compare city and country Write letters as evacuees 	<p><u>Language Angels</u> Healthy lifestyle (Manger et bouger)</p> <ul style="list-style-type: none"> Healthy food and drinks Unhealthy foods Activities to keep fit French food tasting session 	<p><u>Language Angels</u> Habitats (les habitats)</p> <ul style="list-style-type: none"> What plants and animals need to survive Key habitats in our world Plants/ animals that live in specific habitats 	<p><u>Language Angels</u> Me in the World (Moi dans le monde)</p> <ul style="list-style-type: none"> Characters and locations in the Franophone world Festivals/ celebrations in 4 countries Religious celebrations Comparing where characters live How to be more responsible citizens