

Year 6 Long Term Curriculum Map

Year 6	Advent 1-	Advent 2-	Lent 1-	Lent 2-	Pentecost 1-	Pentecost 2-
English:	The Arrival <ul style="list-style-type: none"> • Diary • Poster/Setting description • Playscript • Non-chronological report • Narrative The Hidden Forest	Boy in the Tower <ul style="list-style-type: none"> • Narrative • Journalistic writing • Formal letters • Non-chronological report Paradise Sands <ul style="list-style-type: none"> • Descriptive story openings • Extended thought bubbles • Formal letters • Book reviews 	Resist <ul style="list-style-type: none"> • Resistance recruitment posters • diaries • journalistic writing • Biography Suffragette: the battle for equality <ul style="list-style-type: none"> • Formal letters • Balanced arguments • Speeches • Short news reports • Diaries 	The Last Bear <ul style="list-style-type: none"> • Setting description • Narrative • Persuasive letters 	The Rain player <ul style="list-style-type: none"> • Instructions • Persuasive letter • Newspaper 	Can we save the tiger? <ul style="list-style-type: none"> • Letters • Explanation • Persuasive poster • Persuasive speech • Simple poem
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 Recognise that light appears travels in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	Animals including humans: circulation Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise impact of diet, exercise, drugs	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number voltage of cells used in the circuit. Compare and give reasons for variations in how components	Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living		Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and

	<p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients are transported within animals, including humans.</p>	<p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		<p>animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>
Computing:	<p>Online Safety</p> <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 	<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>Scratch: Animated stories</p> <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. 	<p>Kodu Programming</p> <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 	<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. • Understand opportunities computer networks offer for communication and collaboration. • Use search technologies 	<p>Know your network</p> <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.

	content.		<ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	correct errors in algorithms and programs.	effectively, appreciate how results are selected and ranked and how to be discerning in evaluating digital content.	
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, where 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 	Continue Ancient Mayans for first 3 weeks
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 		<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 		

		South America) - Andes Mountains, (volcanoes, Machu Picchu, glaciers) - Human geography (Population, life expectancy, language, religion, capital city, currency) - Trade & industry (import/export) - Country study		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:	Creation and Covenant Judaism - Other faith's week	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter Islam - Other faith's week
PE: (Mrs Stachurski)	Netball <ul style="list-style-type: none"> Physical: throw, catch, run, jump, change direction, change speed, shoot Social: communication, collaboration, respect Emotional: honesty and fair play, pride, empathise, 	Yoga <ul style="list-style-type: none"> Physical: balance, strength, flexibility, co-ordination Social: respect, co-operate leadership, communication, share ideas, work safely Emotional: focus, concentration, confidence, 	Dance <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: share ideas, collaboration, support, communication, inclusion, respect, leadership Emotional: confidence, self- 	Hockey <ul style="list-style-type: none"> Physical: dribble, pass, receive, tackle, intercept, run, shoot Social: communication, collaboration, respect, support others Emotional: perseverance, honesty and fair play, determination 	Rounders <ul style="list-style-type: none"> Physical: throw, catch, bowl, bat, field Social: communication, collaboration, respect, co-operation Emotional: honesty, self regulation, sportsmanship Thinking: select and apply skills, 	OAA <ul style="list-style-type: none"> Physical: balance, co-ordination, run at speed, run over distance Social: communication, collaboration, inclusion, leadership, work safely Emotional: confidence, honesty, trust Thinking: evaluation,

	<p>persevere</p> <ul style="list-style-type: none"> Thinking: select and apply, decision making, comprehension 	<p>independence, determination</p> <ul style="list-style-type: none"> Thinking: identify, create, select and apply actions, observe and provide feedback 	<p>regulation, perseverance, determination, integrity, empathy</p> <ul style="list-style-type: none"> Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills 	<ul style="list-style-type: none"> Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection 	<p>reflection, assess, tactics</p>	<p>reflection, problem solving, comprehension, select and apply</p>
PE: FDS	<p>Football</p> <ul style="list-style-type: none"> Physical: dribble, pass, receive, track, tackle Social: communication, respect, collaboration, co-operation Emotional: honesty, persevere, determination Thinking: assess, explore, decision making, select and apply 	<p>Fitness</p> <ul style="list-style-type: none"> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support and encourage others, collaboration Emotional: perseverance, determination Thinking: observation, analysis, comprehension 	<p>Gymnastics</p> <ul style="list-style-type: none"> Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight Social: work safely, collaboration, communication, respect Emotional: 	<p>Handball</p> <ul style="list-style-type: none"> Physical: throw, catch, run, dribble, shoot, change direction, change speed Social: communication, kindness, respect, collaboration Emotional: confidence, honesty and fair play, determination, perseverance Thinking: select and apply, decision 	<p>Athletics</p> <ul style="list-style-type: none"> Physical: pace, sprint, jump for distance, push throw, fling throw Social: negotiating, collaborating, respect Emotional: empathy, perseverance, determination Thinking: observing and providing feedback, comprehension 	<p>Tennis</p> <p>Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying</p> <p>Social: support and encourage others, co-operation, collaboration, respect</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying</p>

			<p>independence, confidence, determination</p> <ul style="list-style-type: none"> Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences 	<p>making, problem solving, comprehension, reflection</p>		<p>areas of strength and areas for development</p>
Design & Technology:			<p>Structures Frame Structures- Anderson shelters. LO: To research different existing structures and use this knowledge to inform the design process.</p> <p>LO: To develop a design specification and design a product and create a prototype.</p> <p>LO: Select and use appropriate tools to accurately measure, mark out and cut wood to make a framework.</p> <p>LO: Evaluate my product against the design specification.</p>	<p>Electrical systems- Monitoring and control. Crumble programming.</p> <p>LO: To research different existing flashing light toys and use this knowledge to inform the design process.</p> <p>LO: To develop a design specification and design a product.</p> <p>LO: To accurately assemble and connect electrical components to produce a reliable, functional product.</p>		<p>Textiles- Using Computer Aided Design (CAD) in textiles. Slippers.</p> <p>LO: To look at an existing product and evaluate its function. Create a design specification.</p> <p>LO: To test out appropriate stitches to be used in the construction of the slippers.</p> <p>LO: To use Computer Aided Design (CAD) to design pattern pieces for our product. LO: To use CAD patterns to make a</p>

				<p>And To create and modify a computer control program to enable the electrical product to respond.</p> <p>LO: To know how to test a system to demonstrate its effectiveness for the intended user and purpose.</p>		<p>product.</p> <p>LO: Evaluate my product against the design specification.</p>
Art:	<p>Drawing Giacomo Balla Dog on a leash and Rhythm of the bow.</p> <p>LO: To know who Giacomo Balla is and what he was famous for.</p> <p>LO: To know how to experiment with proportions of the human body.</p> <p>LO: To know how to depict movement through stages of movement layered sketches.</p> <p>LO: To know how to</p>	<p>Sculpture Louise Bourgeois Maman</p> <p>LO: To know that Louise Bourgeois is a contemporary artist.</p> <p>LO: To know that known forms can be represented in a highly simplified abstract form.</p> <p>To create an abstract sculpture using metal wire as a medium.</p> <p>LO: To know how to critically evaluate</p>			<p>Painting/ printing William Morris Decorative Art</p> <p>LO: To understand who William Morris is and that is artwork focusses on Flora and Fauna.</p> <p>LO: To understand that William Morris prints are repeating patterns.</p> <p>LO: To know how to transfer an image using tracing paper to print block and how to press this into polystyrene safely.</p>	

	use a variety of media to create line and tonal drawing.	mine and others work.			LO: To understand that collaborative artwork is created when artists work together towards a final piece.	
Music:	Pulse <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. 	Voice / Young Voices <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. 	Rhythm <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. 	Pitch <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. 	Music Technology & Structure <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. 	20th Century Music <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	Exploring Emotions <ul style="list-style-type: none"> Recognising feelings Actions affect others Resolving disputes Good and bad feelings Recognising emotions Being Healthy <ul style="list-style-type: none"> Balanced lifestyle 	Bullying <ul style="list-style-type: none"> Actions affect others Identifying discrimination/ bullying Drug Education <ul style="list-style-type: none"> Making informed choices Knowing the risk 	Being me/ Community <ul style="list-style-type: none"> Responsibilities in the community Differences and similarities between people Being safe <ul style="list-style-type: none"> Making informed choices Identifying where 	Difference and Diversity <ul style="list-style-type: none"> Being respectful Same/ different Consequences of discrimination Stereotypes 	Being Responsible <ul style="list-style-type: none"> Why we need rules Human rights and responsibilities Money Matters <ul style="list-style-type: none"> Enterprise skills Social media information Managing dares 	Changes-Memories <ul style="list-style-type: none"> Museum of memories Transition to secondary school Pathways to solving problems Relationships

	<ul style="list-style-type: none"> • Making informed choices • Mental health 	of drugs <ul style="list-style-type: none"> • Basic emergency procedures 	to get help <ul style="list-style-type: none"> • Protecting information online 			A Journey in Love
French	<u>Language Angels</u> At school (A l'école) <ul style="list-style-type: none"> • School subject vocab • Telling the time • What time you enjoy subjects 	<u>Language Angels</u> The weekend (Le weekend) <ul style="list-style-type: none"> • Time telling vocab. • Weekend activities • Activities and times • Giving positive/negative opinions • Translate passage of French to English 	<u>Language Angels</u> World War 2 (La Seconde Guerre Mondiale) <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 	<u>Language Angels</u> Healthy lifestyle (Manger et bouger) <ul style="list-style-type: none"> • Healthy food and drinks • Unhealthy foods • Activities to keep fit French food tasting session 	<u>Language Angels</u> Me in the World (Moi dans le monde) <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. 	<u>Language Angels</u> En Ville (Around town) <ul style="list-style-type: none"> • Recall 10 key places in a town in French with their respective definite articles/determiner • Follow 5 different directional instructions in French. • Ask where a place is in French and respond with a description of relative distance (nearby/far away) in French. • Use prepositions to give the precise location of a key place around town in relation to another in French. • Use transactional language to facilitate a dialogue with a partner about where places are in a town in French.