



Curriculum Map 2016-2017: Year 6

Autumn

| | Main Topic (History) | Geography | D&T | Art | Computing | RE | Music | MFL |
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| Year 6 Child's War | Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - World War 2. | <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: land use, economic activity including trade links, and the distribution of natural resources. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical charac., key topographical features, and land-use patterns. Understand how these aspects have changed over time. | <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | Unit 6.1 Unit 6.2 | <p>Rites of Passage: How do faiths mark their key rites of passage? Thematic compare and contrast Christianity, Islam and one other</p> <p>Festivals/Beliefs and Practices: What do the Gospels tell us about the birth of Jesus?</p> | <p>October 16th Music Enrichment Day: Inspire 2 Learn</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. | <p>*Making statements about the school environment</p> <p>*Telling time using half-hours, quarter hours and 24hr clock notation.</p> |

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| <p>English (Brilliant Books):</p> <p>Boy in the striped pyjamas (1st Half term)</p> <p>English - Letter, Discussion, Diary, Newspaper report, Narrative</p> <p>Maths - Data Handling, Perimeter and area</p> <p>Art - recreate haunting artwork of Jewish children in style of Henry Moore</p> <p>DT - Sew / make Yellow stars</p> <p>Good night Mr Tom (2nd Half term)</p> <p>English - Letters. Diary, Debate, Discussion</p> <p>Maths - 3d shape nets</p> <p>DT - Gas Mask box / Gas Mask</p> <p>Art - Blitz Silhouettes</p> | <p>Science:</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • To be able to plan different types of enquiries to answer questions, including recognising and controlling variables where necessary, • To be able to take measurements, using a range of equipment, with increasing accuracy and precision, to take repeat readings if appropriate, • To record data and results of increasing complexity, • To use scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs, • To use test results to make predictions to set up further comparative and fair tests, • To report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written form, • To identify scientific evidence that has been used to support or refute ideas or arguments. <p><u>Evolution and Inheritance:</u></p> <ul style="list-style-type: none"> • to recognise that living things have changed over time, • to know that fossils provide information about living things, • to recognise that living things produce offspring of same kind but offspring vary and are different to parents, • to identify how animals suit their environment, • to be aware that adaptation may lead to evolution <p><u>Light -</u></p> <ul style="list-style-type: none"> • To recognise that light appears to travel in a straight line, • to explain that objects are seen because they give out or reflect light, • To know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes, • to explain why shadows have the same shape as the objects that cast them. |
| <p><u>Article/Value/PSHcE</u></p> <p><u>Article</u> :13 and 31</p> <p><u>Value:</u> Co-operation and Peace</p> <p><u>British Value:</u> Democracy and Charity</p> <p><u>Keeping Safe:</u> Halloween and Bonfire Night Safety. Anti-bullying and Road Safety Week 1st Aid Training</p> | <p><u>Educational Visits:</u></p> <p>Eden Camp</p> |

Spring

| | Main Topic (History) | Geography | D&T | Art | Computing | RE | Music | MFL |
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| Year 6 SAT's Preparation | SATs Preparation Time | | | | Unit 6.3 Unit 6.4 | Expression of faith through Art: Thematic compare contrast Christianity, Islam and one other. Festivals/Beliefs and Practices: How far can Jesus' death be seen as a victory in Christianity? | SATs Preparation Time | •Making statements(about places in a town) *Asking questions (about places in town) Saying the year (eg mille neuf cent quarante huit) |

English (Brilliant Books):

Hugo

This section will be completed after Teachers have looked at the ITAF document to see what areas require further study.

Science:

Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Article/Value/PSHcE

Article : 27 and 7

Value: Love and Simplicity

British Value: My Money Week (saving)

Keeping Safe: Internet Safety

Heart Start

Educational Visits

Summer

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| Year 6 Hola Mexico | <ul style="list-style-type: none"> Learn about a non- European society that provides contrasts with British history -Mayan civilization c. AD 900; | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within South American. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Prepare and cook a variety of savoury dishes using a range of cooking techniques. Understand and apply the principles of a healthy and varied diet. Investigate and analyse a range of existing products. Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately. | <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]. Find out about great artists, architects and designers in history. | Unit 6.5 Unit 6.6 | Transition Activities | <ul style="list-style-type: none"> Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide variety of high quality live and recorded music drawn from different traditions and from great composers and musicians. | <ul style="list-style-type: none"> quantities of food transactional language for a café seeking clarification of meaning |

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| <p>English (Brilliant Books):</p> <p>The Chocolate Tree: A Mayan Folktale</p> <p>Time Raiders - The Mayan Prophecy</p> <p>This section will be completed after Teachers have looked at the ITAF document to see what areas require further study.</p> | <p>Science:</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> 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 animals give reasons for classifying plants and animals based on specific characteristics <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky |
| <p><u>Article/Value/PSHcE</u></p> <p>Article : 16 and 24</p> <p>Value: Honesty and Courage</p> <p>British Value: Tolerance and Respect</p> <p>Keeping Safe: SRE and Food Safety</p> | <p><u>Educational Visits</u></p> <p>Visit from Chocolate Workshop</p> <p>Visit to York Chocolate Story, Cocobeans factory</p> |