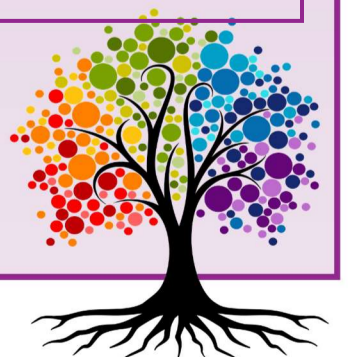




# Jericho Primary School – Year 6 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art and design</b>	<p><b>Clay Work</b> Children will take inspiration from 'Dave the Potter: Artist, Poet, Slave' book. They will create a vase with clay.</p>		<p><b>Printing</b> Children will learn about famous printers. They will take inspiration from the Pop Artist Andy Warhol and Barbara Jones-Hogu. They will build upon block printing techniques in Year 2 and Year 4, using lino and lino cutters to make striking multi – coloured prints.</p>		<p><b>Mosaics</b> Children will research, design and create a glass tile mosaic using images from London as inspiration. They will also take inspiration from mosaic artists such as London based Gary Drostle, who specialises in art for landscape and architecture, site specific art, murals and mosaic sculptures.</p>	
<b>Computing</b>	<p><b>Young Authors</b> Children will develop a story idea in small groups to create a storyboard. The children will then use Book Creator and Brushes to create their own eBook including text, illustrations and audio</p>	<p><b>The Ministry of Crazy Coding</b> Children use Python programming to develop a game. They look at programming language and coding.</p>	<p><b>Heroes and Villains</b> Children create their own heroes and villains game using Scratch programming.</p>	<p><b>Building Battle Bots</b> Children use physics engines and prototyping software to build and test a virtual robot.</p>	<p><b>Appy Times Part 1</b> Children design a piece of wearable technology that links with a smart phone app.</p>	<p><b>Appy Times Part 2</b> Children continue with the previous project but now develop their programming and app development skills.</p>
<b>Design Technology</b>		<p><b>Electrical Systems</b> Children will link with their science topic and experiment with circuits to see how to control more than one thing at a time using parallel circuits but with a shared switch. Buzzer and lights operated from a parallel circuit with a game where the contact of metal parts 'makes' the circuit e.g. a loop game or game like operation.</p>		<p><b>Food</b> Children will look at key foods used in religious celebrations of the key religions studied in school: Christians and Muslims.- to coincide with Easter and Ramadan celebrations: Hot cross buns and Pisang Goreng</p>		<p><b>Mechanical Systems</b> Children will incorporate work from circuits to design and make a fairground ride which has rotary movement: ferris wheel or carousel <b>OR</b> linear movement using pulleys and gears <b>OR</b>, oscillating movements using different types of switches. All the designs should use gears and/ or pulleys.</p>
<b>Geography</b>				<p><b>Whitehaven-</b> Local field work (Blocked Study) Children explore the Whitehaven area developing their fieldwork skills.</p>	<p><b>Population</b> The changing landscape of London city including population Children look at population distribution and consider reasons for changes in population. They look at population pyramids and discuss the challenges of changing populations.</p>	<p><b>Globalisation</b> Children consider what is globalisation. They look at how globalisation has influenced communication, trade, fashion and food. They finally consider how globalisation affects the world's development.</p>
<b>History</b>	<p><b>The Slave Trade</b> Children look at the establishment of the Benin kingdom from 900 – 1897. They look at the golden age of the kingdom and the colonisation and the Transatlantic Slave Trade. They then look closer to home at Whitehaven's role in the slave trade.</p>	<p><b>Civil Rights</b> Children look at the legal developments that took place around the 50's and 60's. They look at Civil disobedience studying Martin Luther King and Rosa Parks. They finish by looking enduring struggle that continues today.</p>				
<b>Music</b>	<p><b>Happy</b> Children look at pop and neo soul music. They use instruments to play up to three notes and learn to play musical instrumental parts.</p>	<p><b>Classroom Jazz</b> Children look at Bacharach Anorak and Meet the Blues. They look listening and appraising the style and structure of the music. They play and perform using 7 notes on instruments and learn improvise in to the jazz and blues music.</p>	<p><b>A New Year Carol</b> Children look at the music of Benjamin Britten. They look at the structure, instruments and voices they hear and think about mood and story. They use instruments to explore rhythm and pitch.</p>	<p><b>You've Got A Friend</b> Children look at the music of Carole king. They look at the musical dimensions of the music. They use instruments to play parts following notation. They compose a simple melody using simple rhythms using a selection of notes.</p>	<p><b>Music &amp; Me</b> Children learn about inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now.</p>	<p><b>Reflect, Rewind, Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>PE</b>	<p><b>Games</b> Ball Hockey Children apply skills and techniques to small and larger game situations. They use tactics and strategies to improve performance.</p> <p><b>Dance</b> Football – Children learn to perform a group dance on the theme of a football match exploring creating finished dance compositions that are well structured and use a mixture of timing, levels dynamics and space.</p> <p><b>Gymnastics</b> Body Symmetry – Children Create and perform a floor and apparatus sequence of at least 8 gymnastics actions showing a variety of clear symmetrical and asymmetrical shapes.</p>		<p><b>Athletics</b> Decathlon – Refine and further develop a variety of running, jumping and throwing techniques; setting targets and monitoring progress. They prepare for and recover from athletic performance and understand the limits of own performance. They apply rules and conventions of athletic events;</p> <p><b>Dance</b> Why Bully Me? Children Explore movements that express and communicate the dance idea/theme. They link sections of the dance together using a dance framework as an individual and in groups.</p> <p><b>Games</b> Tag Rugby Children apply skills and techniques to small and larger game situations. They use tactics and strategies to improve performance</p>		<p><b>Gymnastics</b> Group work - Create and perform a group floor and apparatus sequence of at least 8 actions including clear pair and group positions of stillness which you and perform consistently with smooth transitions.</p> <p><b>Games</b> Net Multi-Skills Festival – Children develop and practice a variety of skills that lead them to participating in a multi skills festival.</p> <p><b>Swimming</b> Please see our curriculum pages for Swimming.</p> <p><b>Athletics</b> Sports Day Athletics</p>	





# Jericho Primary School – Year 6 Curriculum Map



<b>Religious Education</b>	<p><b>What matters most to Christians and Humanists?</b></p> <p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. Children will understand what a non-religious way of life means, both similar to and different from Christianity.</p>	<p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <p>Children explore two different religions thinking about why their holy buildings and works of art matter to them as expressions of devotion to God and worship. They look at how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non-religious people: this critique is examined too.</p>	<p><b>What do religions say to us when life gets hard?</b></p> <p>Children explore and learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death and bereavement.</p>
<b>French</b>	<p><b>Les Vetements</b></p> <p>Children will learn to describe the clothes they are wearing, or might wear in different conditions or situations; describe the colour of articles of clothing, beginning to use agreements of adjectives of colour;</p>	<p><b>J'habite</b></p> <p>Children will learn to describe their local area; describe their own area/town/ village; understand the key information in tourist guides to a French town</p>	<p><b>Un pays francophone</b></p> <p>Children will obtain and understand information about a francophone country; produce a piece of work for display to celebrate experience of French in primary school, linking to work in secondary school; write sentences describing a location</p>
<b>P.H.S.E</b>	<p><b>Me and my relationships</b></p> <p>Children will re-visit what is meant by the terms 'negotiation' and 'compromise' and know how to demonstrate positive strategies within a collaborative task.</p> <p>Children will identify challenges that arise from friendships, including peer influence and pressure. Children will learn the ages at which a person can marry and understand that everyone has the right to be free to choose who and whether to marry.</p> <p><b>Valuing difference</b></p> <p>Children will now why it is right to stand up for their own unique characteristics and those of others.</p> <p>Children will share a range of strategies in response to someone being rude, offensive or bullying someone else. Children will demonstrate ways of showing respect to others, using verbal and non-verbal communication. Children will learn and understand, explain the term prejudice.</p>	<p><b>Keeping myself safe</b></p> <p>Children will describe their own online safety rules and explore a range of situations online with applications they currently use. They will now how quickly things can be spread online. They will identify strategies for keeping personal information safe online. Children will learn that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online. Children will learn about addiction, demonstrating an understanding that addiction is a form of behaviour. They will know the laws in relation to drugs and alcohol. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol and how peer pressure can be resisted.</p> <p><b>Rights and responsibilities</b></p> <p>Children will learn to define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. Know the legal age (and reason behind these) for having a social media account. Recognise that people's lives are much more balanced in real life compared to social media profiles, with positives and negatives. Children will learn to explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method. They will explore different jobs and how they have different levels of pay and the factors that influence this. Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p><b>Being my best</b></p> <p>Children will identify aspirational goals; Describe the actions needed to set and achieve these. They will explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Present information they research about health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Children will identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p><b>Growing and changing</b></p> <p>Children will recognise some of the changes they have experienced and their emotional responses to those changes. Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect. Children will know what gender stereotypes are and learn about how we can dispel these stereotypes and challenge them. Children will challenge stereotypical gender portrayals. Children will define the word 'puberty' giving examples of some of the physical and emotional changes associated. They will learn about safe and an unsafe secrets identifying situations where someone might need to break a confidence in order to keep someone safe. Children will learn allow sexual reproduction to occur and Know a variety of ways in which the sperm can fertilise the egg to create a baby. Learn the term legal age of consent and what it means.</p>
<b>Science</b>	<p><b>Light</b></p> <p>Children learn to recognise that light appears to travel in straight lines. They 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. They 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. Finally they 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><b>Electricity</b></p> <p>Children explore how the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They 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. Finally they learn to use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Animals including Humans</b></p> <p>Children learn to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Finally, they learn to describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Evolution and Inheritance</b></p> <p>Children learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Finally they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><b>Living Things &amp; Their Habitats</b></p> <p>Children look at how things are classified into broad groups according to common observable characteristics and based on similarities and difference. They give reasons for classifying plants and animals.</p>

