

**Year 6 Curriculum Map**  
**2020-2021**

|                 | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>   |
|-----------------|---|--|--|---|--|---|
| <b>Project</b>  | Darwin  | Frozen Kingdom   | Bloodheart   | A Child's War   | Revolution   | Hola Mexico   |
| <b>Literacy</b> | Narrative<br>Information text<br>Diary<br>Biography<br>Newspaper report   | Adventure narrative<br>Poem<br>Non-chronological report<br>Instructional text  | Narratives using personification<br>Diary<br>Argument<br>Chronological report<br>Instructional text  | Narrative<br>Narrative Speech<br>Letters<br>Persuasive posters<br>Debate  | Narrative<br>Historical fiction<br>Non-chronological reports<br>Diary writing  | Myths and legends narrative<br>Poetry<br>Playscript<br>Instructions |
| <b>Reading</b>  | Sky Hawk  | The Wolf Wilder  | Pig Heart Boy  | Goodnight Mr Tom  | Street Child   | Holes/Rain Player   |
| <b>Numeracy</b> | Number – number and place value (7 lessons)<br>Assessment week<br>Number – addition, subtraction, multiplication and division (10 lessons)<br>Number -addition, subtraction, multiplication and division (9 lessons)<br>Assessment Week (1 week)  | Number – fractions (11 lessons)<br>Number – fractions (9 lessons)<br>Geometry – position and direction (4 lessons)<br>Assessment Week (1 week)   | Number – fractions (including decimals and percentages) (9 lessons)<br>Number – fractions (including decimals and percentages) (9 lessons)<br>Algebra (11 lessons)   | Measurement (5lessons)<br>Measurement (11 lessons)<br>Ratio and proportion (5lessons)<br>Assessment Week (1 week)   | Geometry (12 lessons)<br>Problem Solving (12 lessons)<br>Statistics (10 lessons)<br>SATS   | Investigations  |
| <b>Science</b>  | - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>- identify how animals and plants are | - 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<br>- give reasons for classifying plants and animals based on specific characteristics | - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function | - recognise that light appears to travel in straight lines<br>- 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<br>- explain that we see | - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>- compare and give reasons for variations in how components function, including the | Sound as light is taught in A Child's War???                        |

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|                  | <p>adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>It is suggested we look at the evolution of eyes within this topic too (Light will come under this)</p> |  | <p>- describe the ways in which nutrients and water are transported within animals, including humans</p> <p>- to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>- learn how to keep their bodies healthy</p> | <p>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>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>                                    |  |
| <b>ICT</b>       | <p>Online research; Morphing animations; Computer networks</p>  |  | <p>Websites; Flow diagrams</p>  | <p>Search technologies; Presentations</p>  | <p>Photography</p>   | <p>Online research; Presentations (I don't know if Savannah does this)</p>   |
| <b>Geography</b> | <p>Maps; Geographical similarities and differences; Islands of the world</p>  | <p>Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism</p>   |   | <p>Human geography; Cities of the UK</p>   | <p>Cities and transport in Victorian times; Maps</p>   | <p>Maps; Human and physical geography of Mexico</p>  |
| <b>History</b>   | <p>Significant individuals – Charles Darwin, Mary Anning</p>  | <p>Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</p>  |   | <p>Second World War</p>  | <p>Victorians</p>  | <p>Ancient Maya civilisation</p>   |
| <b>DT</b>        |   | <p><i>N/A</i></p>  | <p>Tools and equipment; Recipes; Packaging; Working models</p>  | <p>Recipes; Structures</p>   | <p>Victorian homecraft; Structures</p>   | <p>Food of Mexico; Evaluating and making instruments</p>   |
| <b>Art</b>       | <p>Creating sketchbooks; Observational drawing</p>  | <p><i>N/A</i></p>  | <p>Modelling and sculpture; Abstract art</p>  | <p><i>N/A</i></p>  | <p>Artists of the Victorian period; Printing</p>   | <p>Sculpture; Maya art; Carving</p>  |
| <b>RE</b>        | <p>Theme: Beliefs and Practices<br/>Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>  | <p>Theme: Christmas Concept: Incarnation<br/>Key Question: How significant is it that Mary was Jesus' mother?<br/><br/>Religion: Christianity</p> <p>Theme:<br/>Christmas Concept: Incarnation<br/>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?<br/>Religion: Christianity</p> | <p>Theme: Beliefs and Meaning<br/>Concept: Salvation<br/>Key Question: Is anything ever eternal?<br/><br/>Religion: Christianity</p>  | <p>Theme: Easter Concept: Gospel<br/>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?<br/>Religion: Christianity</p>   | <p>Theme: Beliefs and moral values<br/>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?<br/>Religion: Islam NB: This enquiry is taught in 2 sections over the ter</p> | <p>Theme: Beliefs and moral values<br/>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?<br/>Religion: Islam NB: This enquiry is taught in 2 sections over the ter</p> |
| <b>PSHE</b>      | <p>Being Me in My World</p>   | <p>Celebrating Differences</p>   | <p>Harmful substances; Caring about others/Healthy Me.</p>  | <p>Relationships</p>   | <p>Dreams and Goals/ Reflecting on achievements</p>  | <p>Changing Me/Sex Ed</p>  |

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| <b>MFL</b>   | Aces Curriculum | Aces Curriculum  | Aces Curriculum                   | Aces Curriculum    | Aces Curriculum     | Aces Curriculum            |
| <b>Music</b> | Happy           | Classroom Jazz 2 | Benjamin Britten - New Year Carol | Music And Identity | You've Got A Friend | Reflect, Rewind And Replay |