



Scissett Middle School Curriculum Map Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i>	Kick - Reading Unit Developing reading skills (inference, retrieval etc.) exploring characterisation, themes and plot structure. Pupils to develop knowledge of how to approach SATS style questions using techniques such as PEPE (Point, Evidence, Point, Evidence). Rose Blanche – Writing Unit Pupils use the vehicle texts of Rose Blanche and Anne Frank to produce two extended pieces of writing: a diary entry and a bravery award speech. Grammar knowledge such as expanded noun phrases, colons to introduce lists and passive voice are woven through this unit.	Fred’s Teaching – Reading Unit Development of reading skills using a wide variety of stand-alone texts including fiction and non-fiction extracts – black history month, key historical figures and inspirational women are at the centre of many extracts used. Pupils can explore more complex vocabulary and use VIPERS skills to help them to develop their comprehension skills. A Story Like the Wind – Writing Unit Pupils use the vehicle text listed above to create two more extended pieces of	Harry Potter – Reading Unit Further development of reading skills (VIPERS) in preparation for KS2 SATS and beyond. Pupils will explore characters, plot events and themes as well as examining the effect of vocabulary the reader. By this stage, pupils will be regularly completing three-mark PEPE (Point, Evidence, Point Evidence) answers in response to ‘impression’ questions. Origin of the Species – Writing Unit Pupils use the vehicle text listed above to create two more extended pieces of writing: a discovery narrative and an	Harry Potter – Reading Unit Further development of reading skills (VIPERS) in preparation for KS2 SATS and beyond. Pupils will explore characters, plot events and themes as well as examining the effect of vocabulary the reader. By this stage, pupils will be regularly completing three-mark PEPE (Point, Evidence, Point Evidence) answers in response to ‘impression’ questions. Wolves – Writing Unit Pupils use the vehicle text listed above to create two more extended pieces of writing: a first-person	Revision Unit - SATS Reading skills Spelling, punctuation and grammar practice and consolidation. Filling gaps in skills and knowledge in preparation for SATS assessment. Shackleton’s Journey – Writing Unit Pupils use the vehicle text listed above to create two more extended pieces of writing: an endurance narrative and a magazine article.	Stories from other cultures – Reading Unit Read stories from other cultures to create settings, characters and plot for their own narrative. Pupils will build on prior knowledge of key reading skills to focus on developing these skills into PEE paragraphs in preparation for transition to Key Stage 3. Hansel and Gretel – Writing Unit Pupils use the vehicle text listed above to create two more extended pieces of writing: a dual narrative and a persuasive letter.



		writing: a flashback narrative and a newspaper report.	explanation of adaptation.	narrative and an information text.		
Maths	<p>Number – Place Value Read, write, compare and order numbers up to 10,000,000 Round numbers. Negative numbers.</p> <p>Number – Calculations</p>	<p>Number – Fractions Equivalent fractions. Simplify fractions. Mixed numbers and improper fractions. Compare and order fractions. Add and subtract fractions.</p>	<p>Number – Decimals and Fractions, Decimals and Percentages Place value in decimals. Multiply and divide by 10, 100 and 1000. Multiply decimals by integers.</p>	<p>Geometry – Units and Measurement Convert between metric units. Imperial and metric conversions. Area and perimeter of rectangles. Area of triangles.</p>	<p>Geometry – Angles Draw and measure angles. Name angles. Use angle rules: Angles in a triangle. Angles on a straight line. Angles in quadrilaterals.</p>	<p>Consolidation Work</p> <p>Bakery Project.</p> <p>Financial Task – Theme Park.</p> <p>Algebra Bridging Unit.</p>



	<p>Add, subtract, multiply and divide using formal written methods. Multiples, factors, prime numbers, square numbers and cube numbers. Common factors, common multiples. BIDMAS. Problem solving. Reason from known facts. Calculate mentally and estimate answers.</p>	<p>Multiply fractions by integers. Multiply fractions by fractions. Divide fractions by integers. Calculate fractions of an amount.</p> <p>Geometry 2D and 3D shapes Compare and classify geometric shapes based on their properties. Properties of quadrilaterals. Name 2D and 3D shapes. Draw shapes accurately. Nets of shapes.</p> <p>Geometry - Position & Direction Co-ordinates in all four quadrants. Translate shapes on a co-ordinate grid. Reflect shapes.</p>	<p>Divide decimals by integers. Convert between FDP.</p> <p>Number – Percentages Use equivalent FDP. Percentages of amounts. Calculate percentage increases and decreases. Order FDP.</p> <p>Algebra Function machines – finding rules. Sequences. Substitution. Using simple formulae. Solve simple one and two-step equations. Find pairs of numbers that satisfy an equation with two unknowns. Find different possibilities and combinations.</p>	<p>Area of parallelograms. Perimeter and area of compound shapes. Volume of cuboids. Measurement problems.</p> <p>Number – Ratio Language of ratio. Ratio and fractions. Calculate using ratio. Scale factors. Similar shapes. Problem solving with ratio, including recipe problems.</p>	<p>Angles around a point. Vertically opposite angles. Regular polygons. Draw 2D shapes accurately.</p> <p>Statistics Line graphs. Pie charts. Parts of a circle. Mean (average). Draw and interpret different charts and graphs.</p> <p>Revision</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



<p>Science</p> <p><i>Working scientifically skills are interleaved throughout each unit of work, exposing students to a range of different investigations and applications of their knowledge.</i></p>	<p>Introduction to Science - Big Picture: Science involves asking questions, investigating and observing the world around us. What does a scientist need to do to be safe and collect accurate results?</p> <p>Students will learn vital skills that will be used throughout their science education, they will learn how to work safely, measure accurately, identify and use laboratory equipment including Bunsen Burners.</p> <p>Organisms – Big Picture: All are made up of cells, the organisation of these cells leads to different organs, organ systems and organisms. How do our circulatory system and digestive systems work?</p>	<p>Energy and Waves – Big Picture: Electricity and light are two fundamental physics ideas that we use in our everyday life. How do circuits and light allow us to live our lives effectively?</p> <p>Energy: Students will look at circuits and how they work, learning how to draw scientific diagrams and investigating the effects of changing components.</p> <p>Waves : Students get the opportunity to explore the role of reflection in how we see and the effects of opaque objects in creating shadows.</p>	<p>Ecosystems – Big Picture: There are millions of species of plants and animals on Earth, how do we know what they are and how to group them?</p> <p>Students will look at different habitats and the organisms that live in them, including food chains. Students will learn to interpret and design keys for the classification of plants and animals.</p>	<p>Genes – Big Picture: How do our physical and behavioural characteristics lead to our survival and the evolution of a species over time?</p> <p>Students will study the role of variation and adaptations on survival and how this leads to natural selection and evolution.</p>	<p>Skills across the curriculum: These two weeks of lessons are designed to support SATs preparation, looking at maths and English in science, developing students’ knowledge of real world contexts for their scientific knowledge.</p> <p>Forces – Big Picture: Forces cause objects to move, change speed and shape. What forces impact your life everyday?</p> <p>Students get the chance to explore and investigate the role of forces within their lives, including investigating friction, air resistance and water resistance.</p> <p>Matter - Big Picture: Every material has a number of different properties, that are unique to that material. Why are materials used and how do they interact?</p> <p>This unit revisits ideas on materials and their properties, states of matter and investigating different types of reaction.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>Students learn about the seven life processes (MRS GREN) and look in more depth at the digestive and circulatory systems. This unit of work also considers how to live a healthy lifestyle and the impacts of not doing so</p>				
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--



Art	What is Art? Exploring the importance of art and understanding the formal elements. Picasso and Cubism Learning about Picasso, his life, different styles and in particular Cubism.	Picasso and Cubism The focus is on how Cubism developed over time and understanding its style. Pupils explore different drawing techniques.	Picasso and Cubism Produce a still life from observation and develop it into a Cubist mixed media piece of artwork.	Mexican Day of the dead Sugar skulls Exploring the art and culture behind the festival and pupils a create sugar skull inspired artwork.	Sugar skulls Clay Understand the processes and techniques used in clay from earth to glazing. Pupils make a clay sugar skull.	Printing and pattern Explore the use of pattern and produce their own print. Pupils will be studying the work of William Morris and the Arts and Craft movement.
------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Computing	Basic Skills Introduction to the school network, passwords. Skills and knowledge to build keyboard and mouse dexterity. Familiarisation with common software packages. Pupils will also look at how binary numbers work.	Introduction to Spreadsheets Pupils will work through a set of learning exercises in Excel covering cell references, basic formulae (+, -, /, *) and the SUM and AVERAGE functions.	Road Safety & Computing Pupils look at road safety, how programs can be used to control crossings and lights and use their spreadsheet skills from the previous module to create graphs of stopping distances.	Scratch LOGO Pupils will look at machine vs human intelligence. They will use an on-screen module of a Martian rover and control it around the surface of Mars. They will then use Scratch to program the computer to draw regular polygons.	Games & Variables Pupils will use Scratch to create a “bubble popping” game.	
------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	--



French	Talking about yourself Classroom instructions, greetings, saying how you are, name, age Focus on pronunciation.	Talking about yourself Alphabet, months and days, saying when your birthday is, saying which country you live in and your nationality summative assessment. Christmas celebrations in France and Francophone countries.	Talking about yourself Pets, colours. Making nouns plural and introduction of adjectival agreement.	Talking about your family. Brothers and sisters. Saying if you have/haven't got brothers and/or sisters. Easter traditions in France and Francophone countries	Talking about your family. Who is in your family continued.	Hobbies and interests. Giving opinions about hobbies. Learning verbs of opinion and regular 'er' verbs. Bastille Day and the French Revolution.
---------------	------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Geography</p> <p><i>Key skills and concepts are interleaved throughout the 3year KMS Geography course. This spiralled curriculum for Geography ensures the development and securing of essential knowledge and processes.</i></p>	<p><u>Where on Earth are we?</u></p> <p>Why do we study Geography? Where are the world's continents and oceans? What is longitude and latitude? Where is Europe? Where and what is the UK? What are the human and physical features of the UK?</p> <p><u>How do I become a skilled geographer?</u></p> <p>What are compass directions? What is a map and what do their symbols mean? How do we work out 4 figure grid references? How do we work out 6 figure grid references? How do we measure height on a map? How do we calculate distance on a map?</p>	<p><u>How do we use our planet as a natural resource?</u></p> <p>What are rocks and how are they a natural resource? What are renewable and non-renewable resources? What is the greenhouse effect and what does it result in? How can we use resources sustainably?</p> <p><u>How are settlements structured in urban areas?</u></p> <p>How were sites for early settlements chosen? What different settlement patterns are there? How have settlements changed and grown? How are cities structured?</p>		<p><u>What is it like living in an urban area?</u></p> <p>Why is traffic in urban areas a problem? Are there any solutions to traffic in urban areas? How have our jobs changed over time? Why is online shopping so popular? How are our cities becoming sustainable?</p> <p><u>How do I conduct fieldwork?</u></p> <p>What is fieldwork? How do we collect data? How do I prepare for my environmental fieldwork at school? Data Collection How do I present and analyse my data?</p>
<p>History</p> <p><i>The History Curriculum is currently under development. The aim is to develop a coherent three year history curriculum that is broad, balanced and driven by historical enquiry based questions.</i></p>	<p><u>Who were the Romans and how do we know about them?</u></p> <p>What is the story of the founding of Rome? Why is the history of Rome so challenging? When were the Romans? What can we learn about the Romans from a statue of Emperor Augustus? Why did Britain become part of the Roman Empire? What can we learn about the Romans from the evidence left behind in Britain? What can bangles and altars tell us about the Romans?</p>	<p><u>Why do the Silk Roads matter?</u></p> <p>What are the Silk Roads? What ideas travelled along them? Why was Baghdad so important? Why was Jerusalem so important? Why did people go on crusade?</p>	<p><u>What was the Anglo-Saxon world like?</u></p> <p>Why is Sutton Hoo significant? Who were the Anglo-Saxons? How did England change between the 6th-9th centuries? How did the Vikings change England? Was England created by Alfred?</p>	<p><u>Norman Conquest – 1066 (focus on the impact)</u></p> <p>What was the succession crisis? Why was 1066 a year of 3 kings? How did William secure power in England? What was the Harrying of the North? How did William keep control of England? Why is the Domesday Book significant?</p>



	<p>What can we learn about Roman life from the evidence left at Pompeii? Why are Pliny's letters so useful?</p>	<p>What had happened to the Silk Roads by the 15th century?</p>	<p>How did England become one kingdom? How different were the Eastern and Western Worlds?</p>	
--	---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	--

<p>Music</p> <p><i>5 units are taught, each lasting approx. 7 weeks.</i></p>	<p>What is Music? Know and understand some key element words. Develop singing technique. To be able to read a ukulele chord diagram and play C, F and A minor chords and strum simple patterns as part of a group performance. To recognise three note durations: Semibreve, Minim and Crotchet.</p>	<p>Keyboard Kick-Off Understand the layout of the Piano/Keyboard. Use a 5- finger technique when playing 'Ode to Joy' and Jingle Bells' melodies and combine with chords. Develop reading of staff notation and play chords with good technique. Rehearse and perform with confidence.</p>	<p>I Got Rhythm Read more complex rhythms, including quaver and semiquaver patterns. Explore body percussion and develop performance technique on the Djembe drum including slap tone and bass. To create a structured group drumming composition and perform it confidently.</p>	<p>Composing for Film To learn basic features of music sequencing software including searching for, selecting and arranging loops. To add automation to a music technology project. To create an effective soundtrack to a film trailer which includes leitmotif and other film music features</p>	<p>Mash It Up Further develop chord playing technique on both the ukulele and keyboard including learning more challenging chords. Performing a variety of 4 chord songs. As a group, create a mash-up of 4-chord songs and perform. Identifying major and minor tonalities.</p>	
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



Drama	Roald Dahl An introductory unit which introduces dramatic techniques such as tableau, split screen, hot seating, role-play and characterisation through studying a number of Roald Dahl poems and novels.	Darkwood Manor A spooky journey to the mysterious Darkwood Manor. An introduction to physical theatre techniques, whole class acting with a focus on building tension.	On rotation with technology	On rotation with technology	On rotation with technology	On rotation with technology
--------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------	------------------------------------	------------------------------------	------------------------------------



<p>PE</p>	<p>Introducing basic skills and knowledge in Sports hall Athletics. Introducing some knowledge of different Fitness components and Types of Training to improve Fitness levels. Outdoor and Adventurous Activities such as Team Building and Orienteering are used in the first week to strengthen new friendships within the class. Introducing and developing skills and knowledge in invasion games through Football. Playing adapted games.</p>	<p>Introducing and developing basic skills in Gymnastics. Creating individual routines and sequences on the floor. Introducing and developing basic skills for invasion games through Quicksticks Hockey. Playing adapted games.</p>	<p>Dancing through the ages. Introducing the basics skills in Dance through 1920s to 1980s dance styles. Outdoor and Adventurous Activities such as Team Building and Orienteering are used in the first week to strengthen new friendships within the class.</p>	<p>Introducing and developing basic skills in Net games through Table Tennis. Introducing and developing basic skills for Invasion games through High 5 Netball. Playing adapted games.</p>	<p>Introducing and developing basic skills in striking and fielding activities through Cricket and Rounders. Introducing and developing skills and knowledge in invasion games through Tag Rugby. Playing adapted games.</p>	<p>Introducing and developing basic skills in Net games through Short Tennis. Introducing basic skills and knowledge in outdoor Athletic activities.</p>
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>PSHE <i>PSE is taught for half and year and RE is taught for the other half year</i></p>	<p>Being me in my world A discussion of Rights, Responsibilities, Rewards and Consequences. We consider our hopes/goals, worries/fears looking ahead to the future.</p> <p>Celebrating difference Consideration of what is normal, understanding difference, and consideration of why people bully.</p>	<p>Healthy Me Taking responsibility for our Health and Wellbeing, Drugs, and Emotional and Mental Health.</p>	<p>Relationships What is Mental Health, My mental Health, Love and Loss.</p> <p>Changing me Self-image, how a baby is conceived and develops.</p>	<p>Being me in my world A discussion of Rights, Responsibilities, Rewards and Consequences. We consider our hopes/goals, worries/fears looking ahead to the future.</p> <p>Celebrating difference Consideration of what is normal, understanding difference, and consideration of why people bully.</p>	<p>Healthy Me Taking responsibility for our Health and Wellbeing, Drugs, and Emotional and Mental Health.</p>	<p>Relationships What is Mental Health, My mental Health, Love and Loss.</p> <p>Changing me Self-image, how a baby is conceived and develops.</p>
<p>RE <i>RE is only taught for half the year after February half term.</i></p>				<p>Introduction to Sikhism/Sikhi What is important to Sikhs? Symbol, Key figures- life of Guru Nanak and the Gurus, Identity and belonging-5k's, turban and worship in the Gurdwara. Equality through the langar.</p>	<p>Commitment and belonging through the Amrit Ceremony.</p> <p>Introduction to Judaism Why is the Shema important? Symbols in Judaism. Worship and spirituality- Synagogue. Identity and belonging</p>	<p>Beliefs through Kosher food laws. Ceremonies looking at theme of identity and belonging- Bar and Batmitzvah.</p>



				Holy Scriptures-Guru Granth Sahib.	through worship items worn. Religious Teachings-Torah.	
--	--	--	--	------------------------------------	--------------------------------------------------------	--

Technology	Food Preparation & Nutrition - Pupils will be taught about safe food preparation and hygiene. They will learn about nutrition following the Eatwell guide and will make several dishes using fruits and vegetables.	Textiles Pupils will learn about fibres and fabrics. They will learn simple embroidery skills and how to use a sewing machine as they make hand and machine-made products	Product Design- Pupils will work with wood. They will understand there are various categories of wood. They will make a desk tidy and learn about health & safety in the workshop whilst working with a variety of tools and machines.	Product Design- Pupils will work with wood. They will understand there are various categories of wood. They will make a desk tidy and learn about health & safety in the workshop whilst working with a variety of tools and machines.	On rotation with Drama	On rotation with Drama
-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------	-------------------------------