Curriculum Map – Year 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Autumn**  Week 1: Focus on Class Name | | | | | **Spring** | | | | **Summer** | | |
| **English**  **(Literacy Tree)** | | **The Arrival- Shaun Tan**  **The Promise- Nicola Davies**  **The Invention of Hugo Cabret**  **Rain Player- David Wisniewski** | | | | | **Windrush Child- Benjamin Zephaniah**  **The Hidden Forest- Jeannie Baker**  **Can We Save the Tiger?- Martin Jenkins**  **The Last Wild- Piers Today** | | | | **Grimm Tales for Young and Old- Phillip Pullman**  **Romeo and Juliet- William Shakespeare**  **Night Maol- W H Auden**  **Some Places More Than Others- Renee Watson** | | |
| **Cross- Curriculum Links:** | | | | | **Cross- Curriculum Links:**  Windrush Child- Links to Migration unit-History  Evolution topic in Science | | | | **Cross- Curriculum Links:** | | |
| **Math's** | | Follow White Rose Math's Scheme | | | | | Follow White Rose Math's Scheme | | | | Follow White Rose Math's Scheme | | |
| **Science**  (**Developing Experts)** | | Animals including Humans- Blood and Transportation | Electricity | | | | Evolution and Inheritance | Light | | | Living Things and their habitats | Animals including Humans- The Heart and Health | |
| **History**  **(HEP)** | | The Maya  (Autumn 1) | | Life in Two Kingdoms in the African Continent  (Autumn 2) | | | A Theme Through Time- Part 1  (Spring 1) | | A Theme Through Time- Part 2  (Spring 2) | | Britain in the era of the Second World War  (Summer 1) | | Local History Study  (Summer 2) |
| **Geography**  **(HEP)** | | Energy and Climate Change  (Autumn 1)  **Country Focus- Poland (6D) and Algeria (6T)** | | Ethiopia  (Autumn 2) | | | Migration Through Time  (Spring 1) | | Jamaica  (Spring 2)  **Key Facts Week** | | Local Area Enquiry  (Summer 1 and Summer 2) | | |
| **Computing** | | **Communication and collaboration**  **Online Safety**  **Self-image and identity**  **Online relationships** | | | | **Webpage creation**  **Online Safety**  **Online reputation** | **Variables in games**  **Online Safety**  **Online bullying** | | | **Introduction to spreadsheets**  **Online Safety**  **Managing online information** | **3D modelling**  **Online Safety**  **Health, Well-being and lifestyle** | **Sensing movement**  **Online Safety**  **Privacy and security**  **Copyright and ownership** | |
| **Art and Design** | | Autumn 1  Technique: Drawing and painting  Artist Study: Paul Cezanne | | | | | Spring 1  Technique: Painting/graffiti/stenciling  Artist Study: Banksy  Art Day (theme to vary year to year) | | | | Summer 1  Techniques: Sculpture/ found objects  Artist Study: Antony Gormley | | |
| **D&T** | | Autumn 2  **Building Bridges**  Purpose: Class competition – who can build a bridge to hold a tin can? | | | | | Spring 2  **Steady hand game**  Purpose: Designing a game to play with family | | | | Summer 2  **Food for Living: Making smoothies**  Purpose: Sports Day refreshment | | |
| **RE** (The Way, The Truth, The Life) | | **The Kingdom of God** | | | Justice | | Exploring the Mass | Jesus, the Messiah | | | The Transforming Sprit | | Called to Serve |
| **RSHE/PSHE** | | **Module 1**: **Created and Loved by God** explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. | | | | | **Module 2: Created to Love Others** explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives. | | | | **Module 3**: **Created to Live in Community** explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, learning on money and careers is concluded, using previous learning from the module to understand God’s call to live generously. | | |
| **Music** | | Happy | | | | Classroom Jazz 2 | A New Year Carol | | | You’ve got a Friend | Year 6 Production  Music and Me............... | | |
| **PE+** Fitt-in and Daily Mile (Get Set 4 PE) | | Fitness | | | | Hockey  **Swimming** | Volleyball  **Swimming** | | | Dodgeball | Basketball | Athletics  **Swimming** | |
| **Spanish** | | Greetings, Feelings, Phonic, Songs, The article, Singular/Plural. Personal Pronouns, Revision, Games | | | | | Colours, Numbers 1-100, Matematicas, Days of the Week, Months of the year, Seasons, Likes and Dislikes, Family, Opinion, Verbs, Revision | | | | Places in the city, describe a town, Food and Drinks, Weather, Opinion, Preferences, Likes and Dislikes, Verbs, Games, Songs, Holidays, Postcards, Final Revision | | |
| **Memorable Experiences** | **Trips** | Visiting local area  Science museum – IMAX  Pendarren- Week long residential in Wales | | | | |  | | | | Chestnuts Park – After SATs | | |
| **Workshops** |  | | | | |  | | | |  | | |
| **Class Experiences** | Author Visit and Signing | | | | | Visiting Banksy Painting in Stoke Newington  Swimming | | | |  | | |
| **Community** |  | | | | |  | | | |  | | |