

# St. Margaret's C.E. Primary School

## YEAR 6 CURRICULUM MAP

		Autumn – Rainforests (G)	Spring - Change (S)	Summer – Sport
Reading	Word reading	NC Appendix 1 (NC p 43)		
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books /text books (NC p 43)		
Writing	Transcription	Spelling programme ( NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		<p>Light- travels in straight lines, how light enables us to see. How shadows are formed- shape</p> <p>Electricity - brightness of lamp, volume of buzzer, symbols and circuit diagrams</p> <p>(Physics)</p>	<p>Animals including humans- human circulatory system. Exercise, drugs and lifestyle</p> <p>Evolution and Inheritance Fossils Offspring different to parents. Animal adaption- evolution</p> <p>(Biology)</p>	<p>Living Things and Habitats – classification (microorganisms, plants and animals) and specific characteristics</p> <p>(Biology)</p>
		Working Scientifically – on going across the year		
Computing		<p>Programming – Variables in Games Introduction to variables in programming. Use variables to create a simulation of a scoreboard.</p> <p>Creating Media (data) – Spreadsheets Introduction to spreadsheets. Organise data into columns and rows to create a data set. Use formulas to create calculated data.</p>	<p>Computing Systems and Networks – Communication Develop an understanding of the World Wide Web as a communication tool.</p> <p>Programming – Sensing Bringing together all four programming constructs – sequence (Y3), repetition (Y4), selection (Y5) and variables (Y6). Opportunity to use all of these constructs in a new but familiar environment whilst utilizing a physical device – the micro:bit.</p>	<p>Creating Media – Webpage Creation Design and evaluate a website using Google Sites.</p> <p>Creating Media – 3D Modelling (DT link) Use a computer to produce a 3D model.</p>
		E-safety: privacy and security, self- image and identity, on-line relationships, on-line bullying, health, well-being and lifestyle, managing on-line information – Education for a Connected World		
History		<p>What's in a name? Local history unit-Isidore Newman Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past.</p>	(Geography unit)	<p>Has life got better for children in Britain? Aspect or theme since 1066 (changing life for children) Focus: chronological security- sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, providing own representations of the past.</p>
Geography		School discretionary study	<p>Fantastic Forests- Why are they so important? Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in</p>	<p>Destination Sau Paulo! What do places have in common? Comparing a region in South America with a region in the UK. Focus: human and physical features, village/cities/lifestyle. Comparative writing focus</p>

		local woodlands, data collection and presentation tasks	
	<b>Geographical skills and fieldwork</b> – on going across the year		
<b>D.T.</b>	<b>Structure</b> - make a Santa shelter	<b>Mechanism</b> – make a moving cam model to show a sporting hero	<b>Cooking and nutrition</b>
<b>Art and Design</b>	<b>World War 2 sketches</b> - shelter sketches and Kitbash sculptures <b>Drawing and 3D</b>  <b>Artists:</b> Henry Moore	<b>Forest Landscapes</b> – sketching, water colour painting <b>Painting and textiles</b>  <b>Artists</b> – Jenny Ulyatt, Sarah Hill and Henri Rousseau	<b>Japanese Art</b> <b>Ukiyo-e paintings and prints (manga art)</b> <b>Painting and Printing</b>  <b>Artists:</b> Hokusai and art styles of Ukiyo-e and manga
<b>Music</b>	<b>Hey Mr Miller</b> Swing music, syncopation, swing rhythm, Big band instruments, scat singing, social and historical context	<b>Shadows</b> Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul) <b>Composing for protest</b> Composing using a non-musical stimulus. Lyrics, melody, steady beat, tempo, ostinato, coda.	<b>Dona Nobis Pacem</b> Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations: crotchet, rest, quavers, minim, dotted minim, dotted crotchet, sacred vocal music, singing in harmony
			<b>You to me are everything</b> 1970s soul music, comparing cover versions  <b>Twinkle variations</b> To use <i>Twinkle, twinkle little star</i> as a composing tool, theme and variations form, passacaglia, improvisation.
			<b>Race</b> To create music to accompany a short film about a race, composing an extended melody and accompaniment. Motif, ostinato, beat.  <b>Exploring identity through song</b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems
			<b>Ame sau vala tara bal</b> Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical)
<b>MFL</b>	<b>Phonetics Level 4</b> Learning key phonemes to facilitate accurate pronunciation <b>At School</b> Discuss subjects we like and dislike with justification and at what time and on which day we study various subjects.	<b>World War II</b> Reading and understanding longer and more complicated text. Deepening understanding of grammar.	<b>Healthy Lifestyle</b> Discuss what we do and do not eat and drink to stay healthy. Covers a variety of physical activities.
			<b>At the Weekend</b> Discuss what we do at the weekend, giving times, opinions and justifications.
			<b>Habitats</b> Present orally and in written form about various plants and animals living in different habitats.
			<b>Me in the World</b> Learn about other French-speaking countries around the globe, their currencies, flags, cultural celebrations and traditions.
<b>P.E.</b>	<b>Invasion Games</b> <b>Gymnastics</b>	<b>Dance</b> <b>Net and wall games</b>	<b>Athletics</b> <b>Striking and Fielding</b>
<b>PSHE</b>	<b>Health and Wellbeing</b> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe Making informed choices	<b>Relationships</b> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Similarities and differences between people	<b>Living in the Wider World</b> To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people To explore the concept of democracy and the UK's political system
<b>R.E.</b>	<b>What do Muslims believe and how does this affect the way they live their lives?</b> <b>What do the gospels tell us about the birth of Jesus?</b>	<b>How and why do people care about the environment?</b>  <b>Why are Good Friday and Easter Day the most important days for Christians?</b>	<b>What can we learn about religious diversity in our area?</b>  <b>STATUTORY BRIDGING UNIT</b> <b>So, what do we now know about Christianity? (exploration through the concepts)</b>

