

## Year 6 Curriculum Map 2019-20 - draft

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><b>ENGLISH</b> See literacy scheme of work for detailed learning outcomes.</p>	<p><b>Poetry Unit: Cloud Busting</b> Poetry Poetic devices Figurative language Word order Letters / Diary entries</p> <p><b>Narrative unit:</b> Greek myth or legend. CC link to Ancient Greece topic. Features of myths Letters in role Retell a chapter/continue a chapter. Setting the scene Character development Storyboarding Note taking Written argument</p> <p><b>Non-Fiction linked to science (balanced arguments about different ways to make electricity)</b>  Explanations Non-chronological reports Discussion Formal letters</p> <p><b>Non-Fiction:</b> Journalistic (news reports)</p>	<p><b>Narrative unit:</b>  Continuation of story Dialogue and Description/Atmospheric based on images Narrative development Story writing Arguments Formal and informal letters. Diary entries</p> <p>Rewriting parts of the narrative as a play script Play scripts from film narratives Newspaper articles Journalistic writing Adverts – Persuasive writing</p> <p><b>Poetry Unit:</b> Poetry Poetic devices Figurative language Word order Arguments / discussion texts</p> <p><b>Preparation for SATs</b> Reading papers</p>	<p><b>Preparation for SATs</b> Reading papers</p> <p><b>Narrative unit: Cosmic – Frank Cottrell Boyce.</b> Atmospheric descriptions Alternative Ending Character analysis</p> <p><b>Non-Fiction:</b> <b>Non-chronological reports</b> Biographies Autobiographies</p> <p><b>School production</b> Play scripts Convert plays to narratives Poetry</p>
<p><b>GRAMMAR, PUNCTUATION &amp; SPELLING</b></p>	<p>Word</p> <ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul> <p>Sentence</p> <ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul> <p>Text</p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or</li> </ul>		

	<p>recover versus re-cover]</p> <p>Terminology for pupils</p> <ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive</li> <li>• synonym, antonym</li> <li>• ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>					
<p><b>MATHS</b></p> <p>See maths overviews for detailed learning outcomes.</p>	<p>Number and Place Value – 2 weeks</p> <p>Addition and Subtraction – 1 week</p> <p>Fractions 2 weeks</p> <p>Perimeter – 1 week</p> <p>Ratio and proportion – 1 week</p>	<p>Fractions 2 weeks</p> <p>Multiplication and Division – 2 weeks</p> <p>Algebra- 2 weeks</p> <p>Area- 1 week</p> <p>Shape – 1 week</p>	<p>Number and Place Value – 1 week</p> <p>Addition and Subtraction – 1 week</p> <p>Fractions – 1 week</p> <p>Volume – 2 weeks</p> <p>Statistics – 1 week</p>	<p>Addition and Subtraction – 2 weeks</p> <p>Multiplication and Division – 2 weeks</p> <p>Fractions – 1 week</p> <p>Volume – 1 week</p>	<p>Number and Place Value – 1 week</p> <p>Addition and Subtraction – 1 week</p> <p>Fractions – 2 weeks</p> <p>Algebra – 1 week</p> <p>Statistics – 1 week</p>	<p>Number and place value- 1 week</p> <p>Multiplication and Division – 2 weeks</p> <p>Fractions – 2 weeks</p> <p>Position and Direction – 1 week</p>
<p><b>SCIENCE</b></p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Explain the process of how we see things.</p> <p>Explain the formation and shape of shadows.</p> <p><b>Snap science</b></p> <p>Light up your world</p> <p><b>Working scientifically:</b></p> <p><i>Select methods of enquiry and plan in detail</i></p> <p><i>Decide how to present data.</i></p> <p><i>Use scientific evidence to answer questions.</i></p> <p><i>Evaluate the effectiveness of working methods, making suggestions for improvement.</i></p> <p><i>Decide how to present data in a variety of multi media forms</i></p> <p><b>Electricity</b></p> <p><b>The big question- does it matter how electricity is generated?</b></p> <p>Know how the voltage or number of cells (batteries) in a circuit can affect the brightness of a bulb or volume of a buzzer.</p> <p>Create circuits with a range of components and identify why they do or don't work</p> <p>Use recognised symbols when drawing a diagram of a circuit.</p> <p><b>Snap science</b></p> <p>Danger! Low voltage</p>		<p><b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time.</p> <p>Recognise that offspring have characteristics from their parents but are not identical.</p> <p>Describe how animals adapt to their environment and this may lead to evolution.</p> <p>Decide how to present data in a variety of multimedia forms</p> <p>Draw conclusions that utilise more than one piece of evidence.</p> <p>Use scientific evidence to support/refute findings.</p> <p><b>Snap science</b></p> <p>Everything changes</p>		<p><b>Living things and their habitats</b></p> <p>Describe how living things (animals, plants, micro-organisms) are classified into groups based on observable characteristics.</p> <p><b>Snap science</b></p> <p>The nature library</p> <p><b>Working scientifically:</b></p> <p>Recognise scientific questions that do not have definite answers.</p> <p>Select methods of enquiry and plan in detail</p> <p>Communicate findings across a range of genres including use of multimedia.</p> <p>Draw conclusions that use more than 1 piece of supporting evidence.</p> <p>Use scientific evidence to support findings</p> <p><b>Animals including humans</b></p> <p>Name and describe the main parts of the circulatory system and explain the function of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on their bodies.</p> <p>Describe how water and nutrients are transported around the body of animals/humans</p> <p><b>Snap science</b></p> <p>Body pump</p> <p>Body health</p> <p><b>Working scientifically:</b></p>	

	<p><b>Working scientifically</b> Record results of increasing complexity using scientific diagrams and labels and classification keys Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</p> <p>(link to DT – creating a night lantern for a baby; link to English – writing a balanced argument about different ways that electricity can be made and their effect on the environment)</p>		<p>Select methods of enquiry and plan in detail Explain why equipment/particular sources of evidence are chosen Repeat sets of observations or measurements to give depth of evidence-identify reasons for any anomalies noticed Explain reasons for differences in observations and anomalies. Use scientific evidence to answer questions and draw conclusions. Evaluate the effectiveness of working methods, making suggestions for improvement. Use scientific evidence to support/refute findings</p>
R.E.	<p><b><u>Diocesan Scheme of work</u></b> <b>Autumn 1 Focus:</b> Journey of Life and Death <b>6 Lessons</b></p> <p><b>Autumn 2 Focus:</b> Remembrance <b>2 Lessons</b></p> <p><b>Autumn 2 Focus:</b> Trinity <b>1 Lesson</b></p> <p><b>Autumn 2 Focus:</b> How would Christians Advertise Christmas? <b>4 Lessons</b></p>	<p><b><u>Diocesan Scheme of work</u></b> <b>Spring 1 Focus:</b> What does it mean to be a Buddhist? <b>6 Lessons</b></p> <p><b>Spring 2 Focus:</b> The Contemporary Anglican Church <b>2 Lessons</b></p> <p><b>Spring 2 Focus:</b> What happens in churches during Lent &amp; Easter? <b>4 Lessons</b></p> <p><b>Spring 2 Focus:</b> Eucharist <b>1 Lesson</b></p>	<p><b><u>Diocesan Scheme of work</u></b> <b>Summer 1 Focus:</b> Liturgy <b>6 Lessons</b></p> <p><b>Summer 2 Focus:</b> Rules and Responsibility <b>6 Lessons</b></p>
Computing  Information Technology	<p><a href="http://ve34.lgfl.org.uk/">http://ve34.lgfl.org.uk/</a> - Science simulations for both topics</p> <p>Creating brochures and leaflets – linked to topic.</p> <p>Presenting information from research using prezi – include photos videos.</p> <p>Database – investigating statistics – Maths linked to WW1 topic.</p>	<p><a href="http://ve34.lgfl.org.uk/">http://ve34.lgfl.org.uk/</a> - Science simulations for both topics</p> <p>Data logging – Linked to maths (data handling and science (light)).</p> <p>Understanding how computers and the internet work <a href="http://www.bbc.co.uk/education/topics/zbhgjsx">http://www.bbc.co.uk/education/topics/zbhgjsx</a></p>	<p>Moviemaker – Short films linked to topic</p> <p><a href="http://ve34.lgfl.org.uk/">http://ve34.lgfl.org.uk/</a> - Science simulations for both topics</p> <p>Editing and manipulating pictures – Online program.</p>
Digital literacy	<p>E-safety Rights and responsibilities online.</p> <p>SMART RULES</p> <p><a href="http://www.bbc.co.uk/education/topics/zv63d2p">http://www.bbc.co.uk/education/topics/zv63d2p</a></p> <p>Online research – history of the internet LGFL</p>	<p>E-safety Rights and responsibilities online.</p> <p>SMART RULES</p> <p>Online publishing and communication. Blogging – creating / manipulating and editing graphic images for upload to class blog. J2Launch</p>	<p>E-safety Rights and responsibilities online.</p> <p>SMART RULES</p> <p>Online publishing using J2E</p>

<b>Computer Science</b>	<p>Understanding Algorithms. Barefootcas.org.uk Crazy character algorithm Debugging Number sequencing</p> <p>Scratch tinkering</p> <p>Programming introduction- lightbot</p> <p>Scratch programming – Viking Raid animation.</p>	<p>Course three code <a href="http://studio.code.org/s/course3">http://studio.code.org/s/course3</a> including unplugged lessons</p> <p>Programming / decomposition / patterns.</p> <p>Kodu – Creating virtual worlds. Adding characters and programming.</p>	<p>Google sketch up – Crete 3D classroom / building.</p> <p>Lgfl – HTML Webtech tutor</p>
<b>HISTORY</b>	<p><b>Ancient Greece</b> Greek life and achievements and their influence on the western world.</p>	<p><b>Significant turning point in British history- Battle of Britain</b> Key points in the war and the impact on people living in Britain. The blitz, rationing, evacuation, newsreels and propaganda.</p>	
<b>GEOGRAPHY</b>	<p>Mini unit - Mapping skills- use of maps and globes to identify location of Greece within Europe. Latitude, longitude and time zones.</p> <p>CC link to history unit.</p>		<p><b>Local area study</b> Observe, measure and record the physical features of the local area including sketch maps, plans, graphs and digital technologies. Use of compass and four/six figure grid references. Consider human as well as human characteristics. CC link literacy and ICT</p>
<b>ART</b>	<p>Pottery – designing and creating pots in the ancient Greek style. Sketching and painting animals- looking closely, development of skills. Famous artists as an inspiration.</p> <p><b>Skills/vocabulary:</b> Creating a sense of <b>space</b> in a picture (perspective) Sculpture- making a 3D object and using tools to create textures/ effects</p> <p><b>Investigating media and Materials:</b> Modelling material/ Air drying clay/wire Mixed media</p> <p><b>Outcomes- Linking to History:</b> Clay Vases in the style of Ancient Greek vases</p> <p><b>Artists:</b> Ancient Greek vases and figure painting</p>	<p>Children develop use of sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Mixed media, print and collage.</p> <p><b>Skills/ vocabulary:</b> Repeating lines/shapes to create <b>pattern</b> Using mark making to create/represent <b>texture</b></p> <p><b>Investigating Media and Materials:</b> Drawing, collage, printing Cutting/ripping/manipulating arranging different coloured/textured papers and imagery Printing- Making a press print/ stencil</p> <p><b>Outcomes- Linking to Science topic</b> Printed Patterns based on William morris</p>	<p>Drawing, sketching and painting landscapes. Famous artists, designers and architects as an inspiration / study.</p> <p><b>Skills/ Vocabulary:</b> Drawing-Using <b>line</b> to make <b>shapes</b>. Constructing a portrait with shapes Using shading to add <b>tone</b> and form Painting-Using <b>Colour</b> to express emotions</p> <p><b>Investigating media materials:</b> Drawing and painting Pencil/charcoal/pastels/ oil pastels and paints</p> <p><b>Outcomes- Linking to Local area topic:</b> Urban landscape painting and drawings (mixed media)</p> <p><b>Artists:</b> Impressionists, Fauves, Lowry, Kossoff</p>

			collage based on Matisse paper cuts <b>Artists:</b> Matisse, William Morris			
<b>D.T.</b>	Design and make a 'festive lights' installation based on knowledge of electrical circuits. Evaluate its success.		Design and make an item linked to art/history topics			
<b>PSHE</b>	<p><b>Keeping safe: out and about</b> Pupils learn: About feelings of being out and about in the local area with increasing independence, about recognising and responding to peer pressure. FGM.</p> <p><b>Identity, society and equality:</b> <b>Human rights</b> <b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>• about human rights and the UN Convention on the Rights of the Child</li> <li>• about homelessness</li> </ul> <p>Cooking: Term 1 Caribbean and fruit salad</p>		<p><b>Fun, food and fitness: making decisions for the future</b> Pupils learn: that consumers choose how to prepare their meals and what influences this</p> <p><b>Mental health: healthy minds</b> Pupils learn: what mental health is know what can affect mental health and about stigma that surrounds it (including using appropriate language)</p> <p>Term 2: Apple sponge pudding</p>	<p><b>Sex and relationship education: healthy relationships / How is a baby made?</b> Gender stereotyping and sexuality and consider their origin and impact, human reproduction, the effects of puberty, values in relationships, roles and responsibilities of carers and parents</p> <p><b>Drug, alcohol and tobacco education:</b> situations, about the effects and risks, how to respond to drug use in different situations.</p> <p><b>Moving on:</b> transition to secondary school Term 3: Beef Burgers</p>		
<b>P.E.</b> <b>Hall</b> <b>Playground</b>	<p>LCP Unit 26 Net/wall games (2) <b>Progression:</b> See age appropriate Aegon tennis resource</p> <p>LCP Unit 23 Invasion games (4): Netball</p>	Swimming	<p>LCP Unit 28 Gymnastics (6)</p> <p>Dance LCP At The Olympics</p>	<p>TAG rugby (see Jane Liddiard book for exampleunit)</p> <p>LCP Unit: Outdoor and Adventurous Activities (3)</p>	<p>Dive into Dodgeball Unit p. 9-20</p> <p>Dance LCP Divali Dance</p>	<p>LCP Unit 29 Athletics (3)</p> <p>LCP Unit 25 Striking/ fielding games (2): Cricket</p>
<b>MUSIC</b>	<p><b>The Rhythm of Life</b> Singing the song from 'Sweet charity' <i>The Rhythm of life</i>. Composing group pieces, songs and raps about rhythm. Singing the song in three groups as a round. Performing pieces with percussion.</p>		<p><b>Graphic score</b> Exploring ideas around graphic score. Learning how to shape melody following shape of graph. Composing a piece using tuned and non-tuned percussion based on give/composed shape, i.e.: the circulatory system of the body – or the underground. Focus on pitch, dynamics and texture.</p>		<p><b>Composing/Singing</b> Composing songs in groups about aspects of time in school and growing up. Performing songs. Unison chorus. Linking songs together. Possible use of Pupils own instruments/school percussion</p>	
<b>Spanish</b>	<p>Classroom routines: Answering the register; saying the date; describing the weather; asking for classroom objects; following instructions. Recap single negative from Y4 'No tengo'</p>		<p>Recap family members Recap adjectives from Y4 Recap verb 'Es...' Occupations Easter in Spain</p>		<p>Recap phrases from Y4 &amp; Y5: 'Hay...; Vivo en...' Introduce 'Vamos a ir...' Introduce 'Vamos a salir...' Introduce 'Vamos a visitar...' Revision of Y3 Y4 Y5 objectives.</p>	

	Recap 'Tienes' Recap clothes vocab from Y4 & Y5 Justify opinions: 'No me gusta el rojo...' Christmas in Spain		
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