



**Curriculum Map for Year 6 2016 - 2017**

(# denotes “anti-bullying” relevance)

Subject/skills	Autumn Term	Spring Term	Summer Term
<p>English</p> <p>taking turns,</p> <p>literacy,</p> <p>evaluation,</p> <p>sourcing information</p>	<p><b><u>Fiction and poetry</u></b></p> <p><i>Classic fiction, poetry and drama by long-established classic and local authors</i></p> <p><b>Nonsense poems</b></p> <p><b>Narrative folktales</b></p> <p><b>Basic study of a Shakespeare play (Macbeth)</b></p> <p><b>Novel study by a local author</b></p> <p><b><u>Non-Fiction</u></b></p> <p><i>Autobiography and biography, diaries, anecdotes, records of observations which recount experiences</i></p> <p><b>Biographical writing</b></p> <p><b>Non-chronological reports &amp; information texts linked to work from other subjects</b></p>	<p><b><u>Fiction and poetry</u></b></p> <p><i>Read longer established stories and novels selected from more than one genre: e.g. mystery, humour, sci-fi, historical, fantasy worlds, etc.</i></p> <p><b>Classic stories from our Literary Heritage</b></p> <p><b>Gothic settings</b></p> <p><b>Mystery &amp; detective fiction</b></p> <p><i>Study and compare a range of poetic forms and authors</i></p> <p><b>Personification poems</b></p> <p><b>Poet study</b></p> <p><b><u>Non-Fiction</u></b></p> <p><i>Texts which set out balance and evaluate different points of view; report on events; and give instructions. Study and application of formal and informal language</i></p> <p><b>Invitations</b></p> <p><b>Formal and informal letters</b></p> <p><b>Debates</b></p> <p><b>Newspaper reports</b></p> <p><b>Instructional writing</b></p>	<p><b><u>Fiction and poetry</u></b></p> <p><i>Comparison of work by significant children’s author(s) and poets</i></p> <p><b><u>After SATs</u></b></p> <p><b>“Stranded” cross-curricular project</b></p> <p><b>Novel study – modern fiction</b></p> <p><b><u>Non-Fiction</u></b></p> <p><i>Explanations linked to work from other subjects. Persuasive language and techniques used to effect.</i></p> <p><b>Persuasive adverts</b></p> <p><b>Explanation writing</b></p> <p><i>Reference texts, range of dictionaries, thesauruses including IT sources</i></p>



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<p><b>Maths</b></p> <p><b>Representing,</b></p> <p><b>Analysing,</b></p> <p><b>Using appropriate mathematical procedures,</b></p> <p><b>Interpreting and evaluating,</b></p> <p><b>Communicating and reflecting.</b></p>	<p><b>Number and Place value:</b> 6 digit numbers, Negative numbers.</p> <p><b>Addition and Subtraction:</b> Addition of whole numbers, Subtraction strategies, Practising calculations.</p> <p><b>Multiplication and Division:</b> Multiplication using mental strategies, Short multiplication and the grid method, Long multiplication and the grid method, Dividing by whole numbers.</p> <p><b>Shape, Data, Probability and Measure:</b> Finding missing angles and lengths, Converting grams to kilograms, Converting lengths, Finding time intervals, Area and perimeter, finding volume, Calculating area, Nets.</p> <p><b>Fractions and Decimals:</b> 1-place, 2-place and 3-place decimals, Converting fractions and decimals, Addition of decimals and whole numbers, Decimal subtraction, Comparing fractions, Fractions and mixed numbers, Addition and subtraction of fractions, Fractions and percentages, Multiplying and converting fractions, Dividing fractions by whole numbers, Multiplying and dividing fractions.</p> <p><b>Algebra:</b> Missing number problems, Using brackets.</p> <p><b>Mixed operations:</b> Practising calculations.</p>	<p><b>Number and Place value:</b> Reading and writing 7-digit numbers.</p> <p><b>Addition and Subtraction:</b> Subtracting large numbers, Adding and subtracting using mental methods, Adding and subtracting using column method, Choosing methods for addition and subtraction, Calculating change.</p> <p><b>Multiplication and Division:</b> Multiplying 3 and 4-digit numbers, Identifying factors and multiples, Identifying prime numbers, Division investigation, Long division, Dividing by 2-digit numbers.</p> <p><b>Shape, Data, Probability and Measure:</b> 2D shapes and angles, Calculating averages, Reading line graphs, Reading pie charts, Reading co-ordinates and translating shapes, Calculating angles.</p> <p><b>Fractions and decimals:</b> 2 and 3-place decimal numbers, Equivalent fractions and decimals, Multiplying fractions, Multiplying decimal numbers, Adding and subtracting decimal numbers, Solving decimal multiplication problems, Identifying ratios.</p> <p><b>Algebra:</b> Describing functions, Describing number sequences, Algebra puzzles.</p> <p><b>Mixed operations:</b> Word problems, Practising calculations.</p>	<p><b>Number and Place value:</b> 7-digit numbers, Decimal place value, Multiplying and dividing by 10, 100 and 1000, Rounding numbers, Positive and negative numbers, Binary numbers.</p> <p><b>Addition and subtraction:</b> Adding and subtracting whole numbers and decimals, Magic squares.</p> <p><b>Multiplication and division:</b> Scaling by multiplying and dividing, Multiplying by integers and decimals, Using division to find fractions of amounts, Dividing 4-digit numbers by 2-digit numbers, Multiplication and division investigation, Dividing with a decimal remainder, Unusual multiplication methods, Mystery tables.</p> <p><b>Shape, Data, Probability and Measure:</b> Co-ordinates, Reading scales and measures problems, Properties of 2-D shapes, Measuring and calculating angles, Area, perimeter and volume, Intervals of time, Interpreting graphs.</p> <p><b>Fractions and decimals:</b> Fractions and percentages, Adding and subtracting fractions, Multiplying and dividing with fractions, Ratio.</p> <p><b>Mixed operations:</b> Money investigation, Word problems and mixed calculations, Percentage puzzles.</p> <p><b>Preparation and revision for SATs</b> <b>Post SATs</b> Box investigation</p>

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<p><b>Science</b></p> <p>assessment</p> <p>exploration</p> <p>evaluation</p> <p>flexibility</p> <p>experimentation</p> <p>classification</p> <p>adaption</p>	<p><b>Baseline Skills Assessment</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Properties of solids liquids &amp; gases.</li> <li>• Changes of state. Boiling water. Temperature.</li> <li>• Water cycle.</li> <li>• Dissolving.</li> <li>• Separation of substances.</li> <li>• Reversible &amp; irreversible changes.</li> </ul> <p><i>End of Topic Assessment</i></p> <p><b>Microbes</b></p> <ul style="list-style-type: none"> <li>• What are microbes? Introduce Bacteria, Viruses and yeast.</li> <li>• Basic classification.</li> <li>• Decay.</li> <li>• Disease &amp; Vaccination, (Jenner).</li> <li>• Antibiotics. Resistance. Changes leading to new species.</li> </ul> <p><i>End of Topic Assessment</i></p>	<p><b>Light &amp; Space</b></p> <ul style="list-style-type: none"> <li>• Introduction to our Solar System. Historical perspective.</li> <li>• Day &amp; night. Apparent movement of the Sun.</li> <li>• Year length.</li> <li>• Seasons.</li> <li>• Phases of the Moon.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• How light travels.</li> <li>• How we see things.</li> <li>• The nature of shadows, practical.</li> </ul> <p><i>End of Topic Assessment</i></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Plant classification.</li> <li>• Review major organs &amp; their function.</li> <li>• Transport of water through the plant.</li> <li>• Plant reproduction, the flower, wind and insect pollination. The importance of bees. Fruits. Seed dispersal.</li> <li>• Seed germination.</li> <li>• Plant lifecycle.</li> </ul> <p><i>End of Topic Assessment</i></p>	<p><i>End of Y6 progress test.</i></p> <p><b>Y7 Ecology Matters</b></p> <ul style="list-style-type: none"> <li>• Classifying Living Things. Vertebrates and Invertebrates.</li> <li>• Using and making keys.</li> <li>• Habitats.</li> <li>• Adaptations to different habitats.</li> <li>• Adaptations of predators and prey.</li> <li>• Food chains.</li> <li>• Changing environments, their effects on living things.</li> </ul>
<p><b>MFL</b></p> <p>evaluation</p> <p>transference of life skills</p>	<p><b>French</b></p> <p><i>Astérix</i> – Cultural awareness, descriptions of characters, prepositions, clothes, instructions.</p> <p><i>QCA Unit 23 Au parc d’attractions</i> – theme park vocabulary, conversations about prices, the past tense.</p>	<p><b>Spanish</b></p> <p><i>Mi vida</i></p> <p>Activities based on:</p> <p><i>QCA Unit 4 Retratos</i> – parts of the body, colours, descriptions of people.</p> <p><i>QCA Unit 10 La vida deportiva</i> – sports, a healthy lifestyle</p> <p><i>QCA Unit 13 ¡Que aproveche!</i> – food and drink</p>	<p><b>German</b></p> <p><i>Meine stadt</i></p> <p>Activities based on:</p> <p><i>QCA Unit 15 Auf dem Schulweg</i> – the German alphabet, places in the local area, directions.</p> <p><i>QCA Unit 22 Damals und heute</i> – shops and places in town, using adjectives.</p>
<p><b>History</b></p> <p>evaluation</p> <p>exploration</p>	<p><b>Tudors</b></p> <p>Why did Henry VIII marry 6 times? Historic Tudors.</p> <p>What did the Tudors discover about our world? Why explore?</p>	<p><b>World War II</b></p> <p>What was it like for children in WWII?</p> <p>What was the impact of evacuation and rationing?</p> <p>Why is Anne Frank remembered today?</p>	<p><b>Mayan Civilization</b></p> <p>Who were the Mayans and where did they originate from?</p> <p>What cultural and spiritual/beliefs did the Mayan have?</p>



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<b>Geography</b>  <b>understanding and evaluating change</b>	<b>Volcanoes</b>  Structure of the Earth. Why do volcanoes and earthquakes occur in particular places? How do volcanoes affect people?  <b>Volcanoes around the world</b> Case study examples	<b>Rivers and Coasts</b>  The water cycle. Stages of a river. Geographical vocabulary. Impact of rivers upon people.  Where are coasts and how are they formed? How have humans affected the shape of the coastline? How have uses of coasts changed?	<b>Mountains</b>  What are mountains? How are they formed? Where in the world are mountains and mountain ranges? Why do people climb mountains? Mountain expeditions. Impact of human activity on the mountain environment.
<b>Art</b>  <b>research, dynamics, concentration commitment</b>	<b>Paul Cezanne</b> Research of artists who have used still life as a starting point to their paintings Experimentation with colour mixing to develop shape and form understanding Colour studies of artists’ work Study of an apple from observation 3D works in various materials <b>Use of subject specific vocabulary</b> <b>Use of ICT Resources</b> Digital Camera <b>Assessment</b> Ongoing assessment Outcome of processes Skills and use of colour Outcome of final composition	<b>Containers</b>  Discussion on variety and uses of containers  Research into shapes, use of colour, decoration and purpose  Design a container that must hold a specific item  Construct design into a 3D container  Use ICT Resources	<b>People in Action</b>  How to convey movement  Exploring dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions Experimenting with different methods and techniques to show movement  Use of digital camera  Internet sites
<b>Music</b>  <b>confidence listening performing creativity</b>	<b>Composing, Performing and Analysis</b>  Space Graphic scores Performance and Composition Listening to Holst’s Planets Suite  <b>Tudors and Stuarts</b> Listening and exploring music of the period Arranging and performing a Tudor melody	<b>Composing, Performing and Listening</b>  Structures Listening to marches and waltzes Composition and performance of a march and a waltz Introduction to staff notation Song composition Analysis of a popular song Composition and performance of an original song about a current issue Creative Arts—World War II	<b>Music from Around the World</b>  Exploring and creating music from China Africa South America  <b>Other Activities</b>  Percussion Ensemble Guitar Ensemble School Ensemble Choir



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<p><b>Technology</b></p> <p><b>dexterity</b></p> <p><b>commitment</b></p> <p><b>organisation</b></p> <p><b>time-skills</b></p> <p><b>creativity</b></p>	<p><b>Design Technology</b> Basic electronic circuit Produce a ‘badge’ which includes a small light as part of its design Graphics and electronic principles</p> <p><b>Food Studies</b> ‘Where do cereals come from?’ – introduction to energy foods. Focus on where and how cereals are grown and how they are processed. Importance of a healthy, balanced, varied diet; the names of nutrients Use an increasing range of food preparation skills.</p> <p><b>Week 1: Using readymade bread dough to shape and bake bread rolls. School provides ingredients</b> Observing demonstration of bread making Discussion of nutrients in foods – name main nutrients Hygiene procedures H/W – pictures and sketches to show energy foods</p> <p><b>Week 2: Designing and making your own bread roll</b> Pupils use the bread making skills developed in week one to design their own bread roll shape including their own choice of savoury ingredients.</p> <p><b>Week 3: Carrot soup and bakers plait challenge.</b> Pupils will compete in a carrot chopping challenge to develop their knife handling skills. Pupils will then use their understanding of bread making to make a bread roll accompaniment. ‘Design, make and evaluate a special bread roll for a celebration. Draw and label the design sketch. Record with a photograph. H/W – design sketch of rice salad.</p> <p><b>Week 4: Rice salad with a dressing – school provides cooked rice, pupils bring additional ingredients for salad and for dressing.</b> Revision of safe knife skills. Design sketch. H/W – Complete section of booklet requiring market research/feedback from the family.</p> <p><b>Week 5: Bought bread based pizza. – assessment of making skills</b> Assessment including paperwork. Healthy Eating Benefits of adding vegetables to the diet</p>	<p><b>Textiles Technology</b></p> <p><b>‘Stranded’</b> Pupils design, make and evaluate a garment from a pillowcase.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Heat’n’bond – to attach fabric shapes</li> <li>• Glue gun – to attach bits and bobs</li> <li>• Sewing machine or hand stitches– to sew fabric shapes on, neaten the edges of the garment, attach extra fabric or for decoration</li> <li>• CAD/CAM machine and machine embroidery– for decoration</li> <li>• Fabric pens and crayons – for decoration</li> </ul> <p><b>Week 1:</b> Designing ideas for final outcomes.</p> <p><b>Week 2:</b> Plan step-by-step guide for making. Start on construction.</p> <p><b>Week 3:</b> Decorative and construction techniques using textile techniques and equipment.</p> <p><b>Week 4:</b> as above.</p> <p><b>Week 5:</b> Presentation of product and evaluation. (Photos and assessment.</p>	<p><b>Exploring Wood work</b></p> <p>Students explore the properties of wood and how to correctly use the tools associated.</p> <p><b>Food studies</b></p> <p>Focus on seasonality, where and how fruit and vegetables are grown and brought to the market; principles of a healthy and varied diet – benefits of including fruits and ‘extra’ ingredients</p> <p><b>Week 1:</b> Banana splits! Peach melba! Strawberry surprises!</p> <p><b>Week 2:</b> Granola bars</p>



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<b>Computing</b> <b>comparative analysis</b> <b>confidence</b> <b>consideration</b> <b>e safety</b>	<b>Safety</b> Do you know what people can see or find out about you online( private profiles)?  <b>The Internet</b> How to use search engines	<b>Hopscotch</b> An introduction to algorithms and computational instructions  <b>KODU and Scratch</b> Games based design (xbox style),continuing algorithms		<b>Multimedia Presentation</b> The perfect presentation- learning the “High Five” rule and techniques for presenting information.	
<b>PSHE/KS2 SEAL &amp; extended literacy focus: novels with meaning</b>  <b>resolution</b> <b>empathy</b> <b>forgiveness</b>	<b>Extended Literacy focus</b> Friendships Getting On and Falling Out Aspects of bullying  Advent Events leading towards Advent	<b>Extended Literacy focus</b> Relationships and New Beginnings Human rights Articulation ideas & group work skills  The Easter Story Events leading towards Easter		<b>New beginnings</b> KS3 transition unit: All about me SEAL Theme 7 ‘It’s good to be me’  SRE Body change  Sikhism Who was Guru Nanak? What are the 5Ks and why are they important?	
<b>Physical Education</b> <b>personal health,</b> <b>team tactics,</b> <b>resilience</b> <b>responsibility</b> <b>reliability</b> <b>sportsmanship</b>	<b>Gymnastics</b> Travel, balance, apparatus, sequencing <b>Health Related</b> Warm up, cool down, monitoring heart rate Recovery <b>Football</b> Individual skills, small sided games, defence versus attack principles <b>Hockey</b> Individual skills, dribbling, passing, receiving, small conditioned games <b>Rugby</b> Small sided games, tag and individual skills <b>Hi 5 Netball</b> <b>Basketball</b> Games for understanding small sided games, invasion games principles	<b>Gymnastics</b> Travel, balance and sequencing moves Use of the apparatus <b>Dance</b> Sequencing Making routines  <b>Yard Hockey</b> Small sided games Skills, tactics and safety  <b>Cross Country</b> Shorter routes Self-discipline Pacing and changing pace	<b>Rugby</b> Individual skills, back play Introduction to forward play Tag rugby  <b>Netball</b> Passing and receiving skills, footwork skills High Five Netball	<b>Athletics</b> Indoor Athletics Long jump Hurdles 80>800m Ball throw  <b>Cricket</b> Individual skills Field Cricket Kwik Cricket Pairs Cricket	<b>Tennis</b> Individual Skills Short Tennis Transition tennis Matchplay  <b>Rounders</b> Catching and throwing skills Striking skills Small conditioned games Moving on to full games