

YEAR 6 CURRICULUM MAP

		Autumn		Spring		Summer	
Theme		The Wonder of North America		Technological Advances through the ages.		Ancient China	
Reading	Word Reading	NC Appendix 1 (NC p43)					
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literacy heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books/ text books (NC p43)					
		Term	Texts (s)				
		Autumn	Wonder	R J Palacio	A Christmas Carol	Charles Dickens	
		Spring	Stormbreaker Anthony Horowitz				
		Summer	The Kite Rider Geraldine McCaughrean				
		Fiction and poetry: classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV. Non-Fiction: (i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.		Fiction and poetry: longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse. Non-Fiction: (i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.		Fiction and poetry: comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors. treatment of same theme(s). Non-Fiction: (i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.	
Writing	Transcription	Spelling Programme Assertive Mentoring					
	Composition	Writing focusing on audience, purpose and form (NC p47/48)					
	VGP	NC Appendix 2					
Speaking and Listening	NC Appendix 2						
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	Evolution and Inheritance Living things and their habitats Forces (levers/pulleys/gears)		Electricity Light		Animals including humans Properties and changes in materials		
History	Looking at the effects of human populations in North America over time. Describing a non-European society (China) and linking to Britain. History of technology in the UK - chronology - the effect on life/jobs/economy etc.						
Geography	Human and physical geography- land use, economic activity including trade links, natural resources - comparing North America to the UK.		Location and place knowledge Local area - fieldwork to observe, record and present. The Water Cycle		Locational and place knowledge- - investigating different locations within the UK		
D.T.	Structure - link to science, create a pulley system to harvest crops (link to North America trade).		Mechanism - create a technological mechanism that could be used in Stormbreaker. Use electricity. (link to computing)		Plan a series of healthy meals (diet/nutrition/food labels).		
Art and Design	Collage Cubism - David Hockney. Use parts of the face to create a new face.		Sketching the local area Investigating light/dark/shadow		Printing - Chinese art		
PE	Games Wide Attack QCA Gymnastics Group Dynamics QCA	Games Grid Rugby and Tag Rugby Durham Dance	Dance Making the Grade QCA Gymnastics Assessing Level 4/5 Unit 6 Tasks 1 and 2 Durham	Games Zone Rounders Durham Gymnastics	Athletics Distance Challenge Durham Games Long and Thin or Short And Fat and Pairs Cricket	Dance OAA Beat the Clock and Electric Fence Durham	
Music	Charanga Unit -Living on a Prayer		Music through the decades.		Musical scores from films inspired by books.		

MFL	Unit 15 Our school Light Bulb Languages * Places around school * School subjects *telling the time	Unit 16 Light Bulb Languages Then and Now •comparison of modern day settlements With those from a period in the past. *Writing a guide for tourists	Unit 17 Light Bulb Languages Monter un café- creating a café *drinks snacks and ice-creams
R.E.	Why do people use ritual in their lives? What do the gospels tell us about the birth of Jesus?	What is religion? What concepts do religions have in common? Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts)
PHSCE/SMS C	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Macmillan coffee afternoon Through assemblies and within the classroom Whole school rules and behaviours, Rosh Hashanah, Home safety, electrical safety, safety, Mental health and well-being (Hello Yellow), Community; caring for others, social responsibility - promoting good manners and positivity, Anti Bullying Week, Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali British Values - Longest reigning monarch, Gunpowder Plot, Remembrance Spiritual and Moral - Christmas , Cultural Diversity: immigration - pioneers from past and present. Spiritual and moral- Christmas.</p> <p>Involvement: working in secondary schools.</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Through assemblies and within the classroom Going for Goals (New Year resolutions) World Book Day, Martin Luther King, Holocaust Memorial. St. Valentine Comic Relief, Safer Internet Day, Pedestrian Training Diversity - LGBT, Chinese New Year St George's Day, St David's Day and St Patrick's Day Spiritual and Moral - Easter World Book Day Bike ability training.</p> <p>Involvement- secondary liaison, inter and intra school sporting events, school council, after school clubs.</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Community - caring for others, social responsibility- promoting good manners and positivity- Cathedral Leaver's event and performance.</p> <p>Through assemblies and within the classroom Changes and moving on Challenging loneliness, Refugee Week, Democracy, individual liberty, respect, tolerance, The Rule of Law SEAL relationships Enterprise - school summer fair Community; caring for others, social responsibility - promoting good manners and positivity, Diversity - LGBT Road safety, sun safety, water safety- visitors.</p> <p>Involvement: secondary transfer, sporting events, after school clubs, Intergenerational Event.</p>
Computing Support	<p>Computer Science - use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work; IT - analyse & evaluate data select, use and combine software Understand the opportunities computer networks offer for collaboration Digital Literacy - be discerning in evaluating digital content Computer Science - use loop and IF statements to alter the way a program runs. IT - use and combine software on a range of digital devices Design and create systems Digital Literacy - be discerning in evaluating digital content Computer Science - solve problems by decomposing them into smaller parts; use logical reasoning to detect and correct errors in algorithms IT - combine a variety of software to accomplish given goals and</p>	<p>Computer Science - IT - Use and combine software on a range of digital devices. Use a device to record a non-reversible reaction and create an "encyclopedia" entry about it. Plan, Produce and Edit a short instructional video on how to bake bread. Design and create systems Create a spreadsheet model to calculate quantities for bread recipes</p> <p>Digital Literacy - Be discerning in evaluating digital content Talking safely online, What is cyberbullying? (SWGfL)</p>	<p>Computer Science - Solve problems by decomposing them into smaller parts; Use logical reasoning to detect and correct errors in algorithms Design and create a simple rainforest game in for example Kodu e.g. planting trees v excavators</p> <p>IT - Combine a variety of software to accomplish given goals and Select, use, combine software Create an animation or video about the threats to the rainforest using websites evaluated for bias. Write a news report on creating a survival structure (Print/Audio/Video) Design a website to promote understanding of rainforest</p> <p>Digital Literacy - Appreciate how search results are</p>

	<p>select, use, combine software. Digital Literacy - appreciate how search results are ranked Computer Science - Use selection in programs; Work with variables; Use logical reasoning to explain how some simple algorithms work; Design a racing game in Scratch/Kodu that includes a scoring system. Print out code and annotate</p> <p>IT - Analyse & Evaluate data Use an online Olympic database to research an athlete. Use to create Wikipedia type report. Select, use and combine software use photo editing software or pixlr to create digital pop art image. Understand the opportunities computer networks offer for collaboration Construct questionnaire in google forms about sports they play. Complete then analyze results to produce a report for governors include graphs/charts/tables</p> <p>Digital Literacy - Be discerning in evaluating digital content Selling Stereotypes - how images are manipulated. Privacy Rules - what information should you share Super Digital Citizen (SWGfL)</p>		<p>ranked find and evaluate websites for bias used to search for info on Rainforests</p>
<p>E Safety to teach throughout the curriculum</p>	<p>I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family. I understand the potential risk of providing personal information online. I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). I understand that some material on the internet is copyrighted and may not be copied or downloaded. I understand that some messages may be malicious and know how to deal with this. I understand that online environments have security settings, which can be altered, to protect the user. I understand the benefits of developing a 'nickname' for online use. I understand that some malicious adults may use various techniques to make contact and elicit personal information. I know that it is unsafe to arrange to meet unknown people online. I know how to report any suspicions. I understand I should not publish other people's pictures or tag them on the internet without permission. I know that content put online is extremely difficult to remove. I know what to do if I discover something malicious or inappropriate. Skills I follow the school's safer internet rules. I can make safe choices about the use of technology. I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. I can create strong passwords and manage them so that they remain strong. I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. I can competently use the internet as a search tool. I can reference information sources. I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources. I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.</p>		
<p>Opportunitis for enrichment</p>			<p>Theatre visit.</p>