

Year 6 Curriculum Map

	Autumn 1 Symbolism	Autumn 2 Darwin Detectives	Spring 1 Mysterious Mayans	Spring 2 Living in America	Summer 1 Running Wild	Summer 2 All the World's a Stage
Lead Subjects(s)	History RE	Science Art	History	Geography	Geography	Science Design technology Computing Drama
HOOK	Who's Who quiz – British Monarchy.	Visit from St Barbe's museum based on fossils.	Mayan artefacts box for the children to discover about Mayan life.	Virtual aeroplane experience.	Field trip to a river in the New Forest.	Trip to Paultons Park.
OUTCOME	Debate on of the monarchs we have studied who has been the most effective.	Visit to SEARCH museum in Gosport.	To create a living museum about the Mayans for parents to visit.	Create a North American diner atmosphere and serve homemade seasonal vegetarian burgers to parents.	Build a playground river.	Invited in for end of year production. Children run their own games for the summer fayre.
Literacy	<p>Persuade- how would you persuade someone to become a Sky Explorer.</p> <p>Inform – Write a diary for a Sky Explorer.</p> <p>Entertain – description of a messy corridor.</p> <p>Inform – Diary entry about how the boy in Titanium feels about the events that happened to him.</p> <p>Entertain – dialogue between the police officer and the teacher in Titanium.</p> <p>Discuss – ‘Was King John a better King than King Richard?’</p>	<p>Inform/ Entertain- Biography about a character you have made up. (GD Alfred Russel Wallace or Charles Darwin).</p> <p>Inform – create a leaflet about the Galapagos Islands.</p> <p>Describe/ Inform – create a creature and write a non-chronological report about it.</p> <p>Persuade – write a letter to say why your creature should be protected.</p> <p>Explain – write a letter from Charles Darwin from abroad HMS Beagle saying what he has discovered.</p> <p>Remembrance day poetry (war poets; Sassoon).</p>	<p>Discuss – debate- was the man in Dangle careless?</p> <p>Persuade – write a balanced argument about the actions of the Dangle character.</p> <p>Entertain - Description of a snowy day</p> <p>Entertain – write an extract from a suspense story.</p> <p>Inform – write a diary entry from the perspective of the creature and Francis from the Francis Brandywine story.</p>	<p>Discuss – was Stanley's punishment just?</p> <p>Entertain – write a letter to Stanley's mum informing her of his experience at Camp Green Lake.</p> <p>Describe- Camp Green Lake</p> <p>Inform- Write a formal and informal non-chronological report on the yellow spotted lizard.</p> <p>Inform- Newspaper report on Kate Barlow.</p> <p>Entertain/ describe- suspense for when Stanley and Zero come across the lounge of yellow spotted lizards</p> <p>Entertain – write a piece of dialogue within a story based on the film 'Soar'.</p>	<p>Inform – write a report from Miss Eliot about Charles Maxim.</p> <p>Entertain- write a diary extract for one of the Rooftopper characters.</p> <p>Instruct – write a set of instructions on how to be a Rooftopper.</p> <p>Describe – write a description of Vivienne based on the evidence we have.</p> <p>Persuade – write a letter to Blue Peter to persuade them to give us a Green Blue Peter badge.</p>	<p>Explain – how the image of a shadow puppet is created.</p> <p>Persuade – write an advertisement to attract people to see your shadow puppet play.</p> <p>Inform – write a review of each other's shadow play.</p> <p>Inform – write a set of instructions on how to make a shadow puppet and the theatre.</p>

				<p>Persuade – write a letter to persuade Mrs.Mullett that they should be allowed to go to Paultons Park for a SATs treat.</p> <p>Inform – write an explanation of the water cycle for a small child.</p>		
<p>Sentence grammar and punctuation skills linked to reading models and writing journeys</p>	<p>Convert nouns or adjectives into verbs using suffixes eg –ate, -ise, -ify</p> <p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronouns</p> <p>indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices</p> <p>identifying parts of a sentence.</p>	<p>use commas to clarify meaning or avoid ambiguity</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p> <p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices</p>	<p>use commas to clarify meaning or avoid ambiguity</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices</p>	<p>understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity</p> <p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity</p>
<p>Maths</p>	<p>Numbers to 10 million Four Operations on Whole Numbers Word Problems</p>	<p>Fractions Decimals Word Problems</p>	<p>Measurement Percentages Ratio Algebra</p>	<p>Area & Perimeter Volume Geometry Position & Movement Graphs & Averages</p>	<p>Revision (AFL)</p>	<p>Shape Maths investigations</p>

<p>Science</p>		<p>Evolution and inheritance</p> <ul style="list-style-type: none"> *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago *Recognise how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution *Evolution and adaptation *Study of the work of Darwin *Consider how scientists have combined evidence from observation and measurement to suggest new ideas *Make a variety of relevant observations and measurement using simple apparatus 	<p>Classifying Living Things</p> <ul style="list-style-type: none"> *Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. *Give reasons for classifying plants and animals based on specific characteristics 	<p>Human Body</p> <ul style="list-style-type: none"> *Identify and name the main parts of the human circulatory system *Describe the functions of the heart, blood vessels and blood. *Describe the ways in which nutrients and water are transported within animals including humans. *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 		<p>Light</p> <ul style="list-style-type: none"> *Recognise that light appears to travel in straight lines. *Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. *Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. *Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Electricity</p> <ul style="list-style-type: none"> *Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit *Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols *Representing a simple circuit in a diagram
<p>History</p>	<p>British History</p> <ul style="list-style-type: none"> *Place current study on timeline in relation to other studies *Sequence events on a timeline and make comparisons between different times in history 		<p>Non-European Study</p> <ul style="list-style-type: none"> *Non- European study from early Mayan civilisation *Find about beliefs, behaviour and characteristics of people (make comparisons between different times in history) 			

	<p>*Link sources and work out how conclusions were arrived at</p> <p>*Consider the ways of checking accuracy of interpretations and recognise that different evidence will lead to different opinions</p> <p>*Know key dates, characters and events of time studied</p>		<p>*Compare and contrast ancient civilisation</p>			
Geography	<p>Northern Ireland</p> <p>know that Northern Ireland is made up of counties</p> <p>now that counties form geographical regions</p> <p>recognise that Northern Ireland has a number of topographical features</p> <p>know that Northern Ireland has a number of physical features including</p> <p>know that Northern Ireland has a number of human features including</p>			<p>Human and Physical Geography</p> <p>North America Study</p> <p>The countries and major cities of North America. Including elements of:</p> <p>*Physical geography, including: vegetation belts, rivers and mountains</p> <p>*Human geography, including: types of settlement economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Locational Knowledge</p> <p>River focus</p> <p>Rivers of the UK</p> <p>Identify river processes</p> <p>Water cycle</p>	
DT				<p>Food Technology</p> <p>*Understand and apply the principles of a healthy and varied diet</p> <p>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p>Designers/inventors</p> <p>Dyson</p> <p>Lamps and Lanterns</p> <p>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>*Select from and use a wider range of tools and equipment to perform practical tasks</p>

						[for example, cutting, shaping, joining and finishing], accurately /A
Art	Impressionism (Powder Paints & Water colours) *Colour mixing tones and tints *Studying impressionist painters *Create our own impressionist painting using powder paints * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) * Use a choice of techniques to depict movement, perspective, shadows and reflection	Close Detail Drawings * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. To create sketch books to record their observations and use them to review and revisit ideas * Create an accurate pattern, showing fine detail Modern botanical artists (female)	Mayan Pattern and printing Sketching to create patterns accurately and using tools to carve and shape lino to create pattern. Maya and Day of The Dead inspired		Drawing and perspective. Artist: Lowry Recreating art work using shadow and perspective – use of vanishing point.	
Music	Russian Composers - Mussorgsky Christmas Songs		Audacity – linked to computing.			Production - Performing
Computing	Safety Online Demonstrate a positive attitude to online safety Look at bias and truth in online material Online reputation	Control- Scratch Design, write and debug programs that accomplish specific goals Debug programmes		Manipulating sound Computing use sequence, selection, and repetition in programs;		I can Animate Using computers to create media stories
RE	Umma CONCEPT: Community in Islam	The Birth Narratives (Luke and Matthew) CONCEPT: Interpretation		Easter Story CONCEPT: Rule of Law	Love Sewa	Rites of Passage CONCEPT: Journey of life
PE	Dance (Monarchs) Gymnastics		Gymnastics Dance		Athletics Target OAA residential	
	Netball/Basketball Invasion game		Hockey Invasion game		Rounders Striking/fielding games	

PSHE	Making Friends Online In App purchases	British Values	First Aid	Conception & RSE	Water Safety	Alcohol
Visits & Visitors		Visit: SEARCH museum workshop Visitor: St.Barbe's Museum	Hire: Mayan box from history resource centre		Visit: Local river study Visit: Paultons Park	Visit: Residential
Parental Involvement	Rouges gallery – parents in to decide who the most/least successful monarch was.	Invited in for Christmas production.	Invited in to view 'living museums'	Invited in to sample vegetarian burgers created and made by the children.	SATs	Invited in for end of year production.
Key Dates	October is Black History Month	SEARCH museum (TBC) Anti-Bullying week Human Rights Day Christmas	Children's Mental Health Awareness Week	Red Nose day World book day	SATs week River trip TBC June is LGBT month	Hand to Mouth Theatre in (TBC) Residential (TBC) Production (TBC)