

Year 6 Summer Term 2022 – Curriculum Map

Theme – Change matters

Golden thread – What changes have influenced your life?

Spectacular starter Science – Heart dissection	Marvellous Middle Victorian day	Fantastic Finale Production / school trips
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Curriculum area	Focus	Context/Cross curricular links/content/engagement
English	<p>Reading- word reading Apply growing knowledge of suffixes to read aloud and understand the meaning of new words met</p> <p>Reading- Comprehension Distinguish between statements of fact and opinion Retrieve, record and present information from non- fiction Provide reasoned justifications for their views</p> <p>Writing – Transcription Use further suffixes and understand the guidance for adding them Use a thesaurus</p> <p>Writing – handwriting and presentation Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose writing implement that is best suited for a task</p> <p>Writing – Composition Plan writing Consider how authors have developed characters and settings in narratives that have been read, listened to or seen performed Draft and write Use further organisational and presentational devices to structure text and to guide the reader Evaluate and edit Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation ,volume and movement so that meaning is clear to the reader</p> <p>Writing – Vocabulary, grammar and punctuation</p>	<p>Book: Suffragette: The Battle for Equality. By David Roberts (Author), Lauren Laverne (Foreword)</p> <p>Focus on non-fiction Non-chronological report: Emmeline Pankhurst Newspaper report Persuasive writing Diary entry Witness statement Radio broadcast</p> <p>Book: Shackleton's Journey by William Grill</p> <p>Focus on non-fiction Formal speech Ship's log Persuasive writing Book review</p> <p>Guided reading: Holes, House with Chicken legs and Who could that be at this hour?</p>

	<p>Use relative clauses beginning with who, which , where, when, whose, that or with an implied relative pronoun</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p> <p>Learn the grammar for year 6 in National Curriculum</p> <p>Use and understand the grammatical terminology in National Curriculum accurately and appropriately in discussing their writing and reading</p>	
Maths	<p>Number – number and place value Calculate intervals across zero Solve number and practical problems</p> <p>Number – addition, subtraction, multiplication and division Use knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why Use estimation to check answers to calculations and determine, within the context of a problem an appropriate degree of accuracy</p> <p>Number – fractions (including decimals and percentages) Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>Ratio and proportion Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Algebra Enumerate possibilities of combinations of two variables</p> <p>Measurement Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres an extending to other units</p> <p>Geometry- properties of shape Recognise angles where they meet at point, are on a straight line or are vertically opposite, and find missing angles</p> <p>Geometry – position and direction</p> <p>Statistics</p>	<p>Algebra – generating and describing sequences using the nth term.</p> <p>Data – finding the mean as an average and using this in a real life context.</p> <p>Ratio - solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts</p> <p>Revision lessons: Number and place value Addition and subtraction Long Multiplication Short and Long division Four operations linked to word problems Fractions, decimals and percentages Angles Calculations with decimals</p>
Computing	<p>Programming A Programming games through Scratch. Learn what variables are and relate them to real world examples that can be set and changed.</p> <p>Programming B Design own micro:bit. Use programming constructs to create own micro:bit step counter.</p>	<p>Create a simulation of a scoreboard and experiment with variables in an existing project, then modify them. Create own project with a focus on design. Finally, in Apply knowledge of variables and design to improve their game in Scratch.</p> <p>Build in a simple programme and test in the programming environment, then transfer to micro:bit.</p>

	<p>e-safety Know how to be a discerning consumer of online information</p>	<p>e-safety 3D scheme Core theme 1 Unit 5 lesson 6</p>
<p>Science</p>	<p>The Circulatory system Animals Including Humans Identify and name the main parts of the circulatory system and describe their functions Recognise the impact of diet, exercise , drugs and lifestyle on body function Describe how nutrients and water are transported within animals including humans Dissection of a real heart</p>	<p>Animals including humans and the Circulatory System Identifying Talk about and explain what has been done using scientific knowledge Pattern Finding Talk about and explain cause and effect patterns using scientific knowledge and understanding Research Decide which source of information might answer questions Explain research using scientific knowledge understanding Draw valid conclusions from research Recognise when research using secondary sources will help to answer questions Start to notice when information and data is biased or based on opinions rather than facts Evaluate how well research has answered questions Observation Decide how detailed observations need to be and what equipment is needed to make measurements as accurate and possible Recognise the effect of changing time and number of observations Fair testing Recognise when variables need to be controlled and when a fair test is the best way to answer questions Recognise the significance of results of fair tests</p>
<p>Humanities</p>	<p>Geography Explain and summarise how mountains are formed Make informed conclusion how and why natural phenomena occurs Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>South and North America (mountains, earthquakes and volcanoes) Locate and plot volcanoes and earthquakes on a map of America. (Use of key and labels) Write a set of instructions on how to make a volcano – labelling key features of a volcano features. Research American states and the origins of their names. Compare extreme climates in America.</p>

	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>History - Victorians Recognise some similarities and differences between the lives of children from different areas of Victorian society Ask and answer questions about the period by using at least one source of information. Place the changes in the period within a chronological framework; make appropriate use of dates and terms; demonstrate knowledge and understanding about the everyday lives of children in the Victorian period. Show how some aspects of Victorian times have been interpreted in different ways; select and combine information from a range of visual, textbook and documentary sources. Communicate knowledge and understanding of changes to children's lives in Victorian times in an organised and structured way. Describe reasons for and results of particular events; use knowledge and understanding of the Victorian period to make links with other societies and periods. Select and combine information from a range of sources to reach substantiated conclusions.</p>	<p>Focus on Leadership, Daily life, Innovation and Religion Life in Victorian Britain – focusing on Leadership, Daily life, Innovation and Religion. Who were the Victorians? What was life like for a poor child in the 1840's? Who helped to improve the lives of Victorian children? Comparing everyday life for a Victorian child compared to a child of the modern day – toys, games, activities, diet etc. Timeline to link Victorian Britain to other parts of history.</p>
Music	<p>Singing Performing as part of a group Confidently sing in a round or canon Confidently sing in two-part harmony.</p> <p>Rhythm Continuing to perform in the correct tempo. Following the rhythm of the song.</p> <p>Instrumental work Play an ostinato on a tuned or untuned instrument. Perform in a group.</p> <p>Listening and appraising Show an awareness of those performing around you.</p>	<p>End of year production</p>
DT	<p>Prior learning Experience of axles, axle holders and wheels that are fixed or free moving. Experience of cutting and joining techniques with a range of materials including card, plastic and wood. An understanding of how to strengthen and stiffen structures.</p> <p>Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making</p>	<p>Fairground ride Project Designing and making a Fairground ride that has movement.</p>

	<p>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p>Evaluating Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve work. Investigate famous manufacturing and engineering companies relevant to the project.</p> <p>Technical knowledge and understanding Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.</p>	
Art	<p>Understand the relevance of printing and its use over time. Use hints, tones, hues and shades to convey feeling and purpose. Discuss and debate the effectiveness of the work of an artist. Ask questions about how artists have contributed to our heritage.</p>	<p>Explore work of Jackson Pollack</p> <p>Clay – creating a model of a heart linked to Science</p>
Exploring cultures (Religious Education)	<p>Buddhism Discuss and debate the meaning of Buddhism Research places where Buddhism is practised Compare different beliefs and religions Evaluate the way in which Buddhism is present in a community Generate questions to ask about Buddhism Research a key figure from the community Justify a Buddhist celebration</p>	<p>Buddhism Explain the story of Buddha Describe the four noble truths and the teachings of the eightfold path Explain the importance of mediation Summarise the teachings of Buddha</p>
Personal Social Health Economic Education	<p>Living in the wider world Learn about budgeting and what it means to budget Understand why financial management and planning is important from a young age Know and understand financial terms such as loan, interest, tax and discount Understand why aspirations are important in helping to plan for the future Know and understand the principles of enterprise Understand profit and loss Know and understand the principles of charity work</p> <p>Relationships Know about and understand the physical, mental and emotional changes that take place during puberty Learn about sex (and bust some myths!) Understand why friendship is important in the establishment of close relationships</p>	<p>3D scheme RSE lessons 2, 3 and 4 (plus support from School health team) Core theme 3 Unit3 lessons 1,2 and 3 Core theme 3 Unit4 lessons 1 and 2</p> <p>Finances Interdisciplinary project. Organise a trip, budget the money needed for necessary things and for tourism such as excursions, etc.</p> <p>Transition Recognise that conflicting emotions may be experienced</p>

	<p>Know the features of a healthy relationship Understand what an unhealthy relationship is and know how to deal with relationship issues</p>	<p>during transition phases and the need to recognise such emotions. Zones of Regulation.</p>
<p>Physical Education</p>	<p>Summer term 1 Swimming Athletics Improve on initial race times through the use of starting and accelerating techniques Know and understand skill elements of starting and accelerating in sprint races Consistently perform a legal long jump from their optimum run-up distance Know and understand where legal long jumps are measured from Develop a broader range of skills Enjoy communicating, collaborating and competing with each other Develop an understanding of how to improve and learn how to evaluate and recognise own success</p> <p>Summer term 2 Swimming Outdoor adventure Develop a preferred order of finding control points based on efficiency and difficulty Know and understand how to assess the efficiency and difficulty of travelling to each control point Delegate roles within the team depending on individuals' strengths and weakness Know and understand the importance of sharing tasks throughout a physically demanding activity Build on, and embed, the skills already learnt, and become more competent, confident and expert in their techniques Apply these skills and techniques across a range of activities Understand what makes a performance effective and how to apply these principles to their own and others' work Start to develop confidence and interest to get involved in activities outside school</p>	<p>Specialist swimming teacher Using 'Fit for Sport' scheme Athletics units 11 and 12 Outdoor adventure units 9 and 10</p>
<p>Modern Language (Spanish)</p>	<p>Spanish Develop accuracy in pronunciation and intonation Use positive and negative phrases in conversation Sustain an unrehearsed conversation with at least 3 exchanges in it describing people, places, things or actions</p>	<p>En el colegio (Language Angels – Early Language Learning) - 10 school subjects - expressing opinion on subjects - class survey - telling the time - verb 'ir' (to go)</p>

