** Year Six Curriculum Map with End Goals**

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| **Subject** | **Autumn** | **Spring** | **Summer** |
| **English** | **Writing Genre**  Descriptive writing First person narrative  Non-chronological report Newsreport  Informal letter Diary Biography  Narrative Formal letter Balanced Argument  **Comprehension Focus:**  Diary, Explanation, Biography, Narrative, Informal letter, 1st person narrative, Poetry  Formal letter, Newspaper, Information text,  Narrative, Biography, Narrative poem  **Grammar**  Informal and formal language, Informal and formal speech, Synonyms and antonyms, Active and passive,  Cohesive devices, Layout devices  Colon and semi colon for lists, Bullet points,  Colon, semi colon and dashes for independent clauses  Hyphens for ambiguity  **Spelling: Spelling Shed**    **Class Text**  Holes  Streetchild | **Writing Genre**  TBC  **Comprehension Focus:** TBC  **Grammar**  Revision of KS2 content  **Spelling: Spelling Shed**      **Class Text**  Children’s choice by current popular author | **Writing Genre** TBC  **Comprehension Focus:** TBC  **Grammar**  Revision of KS2 content  **Spelling: Spelling Shed**    **Class Text**  Children’s choice by current popular author |
| **Numeracy:**  White Rose Maths |  |  | Consolidation of skills within investigations.  White Rose Futures  White Rose Holidays |
| **Science** | **How have living things on earth changed over time?** (Evolution and Inheritance)  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 that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Linked Scientist: Charles Darwin  **How does electricity work?** (Electricity)  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 when representing a simple circuit in a diagram  Linked Scientist: Joseph Swan | **How do we see things?** (Light)  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 | **What is a healthy lifestyle?** (Humans including animals)  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans  Linked Scientist: Louis Pasteur  **What am I?** (Living Things and their habitats)  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  Linked Scientist: Carl Linnaeus |
| **Working Scientifically** - pupils should be taught to use practical scientific methods, processes and skills through the teaching of the programme of study above | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  Use test results to make predictions to set up further comparative and fair tests  Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations  Identify scientific evidence that has been used to support or refute ideas or arguments | | |
| **RE** |  | | |
| **PE**  Complete PE scheme | **KS2 OAA Day**  Take part in individual and team outdoor and adventurous activity challenges | **Yoga:**  Yoga at schools – 6 Spring 1 & 2 | **Yoga:**  Yoga at schools – 6 Summer 1 & 2  **Year 6 Residential**  Individual and team outdoor and adventurous activity challenges |

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| **Music** | Play and perform in solo and ensemble contexts, using their voices **(sing in unison)** and playing musical instruments – recorder/Glocks **(using the notes A,G,B / C,D,E,F,G,A,B,Bb)** with increasing accuracy, fluency, control and expression  Improvise **(using the notes A,G,B)** and compose music **(using the notes A,G,B / C,D,E,F,G,A,B,Bb)** for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory and **identify pulse, rhythm, pitch, style indicators, instruments and voices.**  Use and understand staff and other musical notations **(A,G,B / C,E,G,A,B)**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | |
| Charanga | **Charanga Unit 1 Happy** -(Pop/Neo Soul)  Listen and appraise ‘Happy’ describe the structure and musical dimensions, identify style indicators, instruments and voices.  Play and copy back using 3 notes A, G, B  Singing in 2 parts  Using 3 notes, play with the song by ear and from notation.  Improvise using 3 notes A,G,B  Compose simple melodies using the notes A,G,B or C,E,G,A,B  Perform the song, add choreography and tell the audience about your performance choices.  Reflect on the unit  **Charanga unit 2 Classroom (**Jazz)  Listen and appraise ‘Bacharach Anorak and Meet the Blues. Describe the structure and musical dimensions, identify style indicators, instruments and voices.  Play instrumental parts by ear using notes C,D,E,F,G,A,B on the glock or recorder.  Improvise Bacharach Anorak using C,D,E,F,G,A,C and in a Blues style using C, Bb, G,F,C  Perform to an audience  Reflect on the unit  Singing and musicianship for Christmas Carol Service (KS2) | **Charanga unit 3 ‘A New Year Carol’**  Explore the music of Benjamin Britten. Listen to and appraise ‘A New Year Carol’  Use glocks/recorders to play pulse, rhythm and pitch games. Learn to clap some of the rhythms and musical phrases used in the song  Sing in unison in the original style of the song as well as the Urban Gospel version.  Perform and share work with others.  Reflect on the unit  **Charanga Unit 4 ‘You’ve Got a Friend’**  Explore the music of Carol King. Listen to and appraise the song – You’ve got a Friend’  Use glocks/recorders to play and copy back, using 3 notes A,G,E  Sing in unison.  Play instrumental parts with the song by ear or from notation.  Improvise using 3 notes A,G,E  Compose simple melodies choosing from the notes E,G,A or E,G,A,C,D  Perform and share work with an audience.  Reflect on the unit | **Charang Unit 5 ‘Music and Identity’**  Create own music inspired by your own identity and women in the music industry.  Singing in unison.  Listen to Hip Hop, Classical, Electronic, Soul and Contemporary music genres.  Play, improvise and compose music inspired by the music in the unit.  Reflect on the unit  **Charanga unit 6 Reflect, Rewind and Replay.**  Revisit musical experiences from the year to consolidate skills.  Look at the history of music along with the work of famous composers and the pieces they created. Reflect on the unit  Singing and performing KS2 End of Year Production. |

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| **History** | **How did life in England change during the reign of Queen Victoria?**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  | **Why was life like in the Mayan Era and what were their greatest achievements?**  A non-European society that provides contrasts with British history Mayan civilization c. AD 900 |
| **Geography** | **How And Why Is Our World Changing?**  **Context:** Our Changing World  **KS2 Orienteering Day**  Geographical Skills and Fieldwork  Use the 8 points of a compass  Use symbols and keys from an OS map  Use 4 and 6 figure grid references | **Where Does Water Come From?**  **Context:** Raging Rivers  **World Geography Day (collapsed curriculum)**  **How Do We Trade Around The World?**  **Context:** Fairtrade and economic activity | **What Makes The Americas Amazing?**  **Context:** The Amazing Americas |
| **French**  Rachael Hawkes scheme | Listen attentively to spoken language and show understanding by joining in  Engage in conversations  Speak in sentences using familiar vocabulary, phrases and basic language structures  Develop accurate pronunciation and intonation when reading aloud or using familiar words and phrases  Read and show understanding of words, phrases and simple writing  Appreciate songs and poems  Broaden vocabulary and use a dictionary to understand unfamiliar words  Write phrases from memory  Describe people, places, things and actions orally and in writing  Understand basic French grammar:   * masculine, feminine, neuter forms * conjugation of high frequency verbs * key features and patterns to the language (use of adjectives)  |  |  |  | | --- | --- | --- | | **Autumn**  Describing me and others  Saying what I and others have | **Spring**  Saying what I and others do  Saying how many and describing things | **Summer**  Describing things and people  Expressing likes and saying what I and others do | | | |
| **DT** | **Building Bridges**  Design  Use research and develop design criteria so that the bridge is fit for purpose aimed at a specific user  Design a purposeful, functional bridge for users based upon design criteria  Generate, develop, model and communicate ideas through discussion, annotated sketches and exploded diagrams  Make  Select and use a wide range of materials and components including construction materials according to their functional properties and aesthetic qualities  Select from and use a wider range of tools and equipment to perform practical tasks  Evaluate  Investigate and analyse a range of existing bridges  Evaluate own ideas and bridge against the design criteria and consider the viewpoint of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  Apply understanding of how to strengthen, stiffen and reinforce the bridge |  | **Marvellous Mayans** (masks)  Design  Use research and develop design criteria so that the mask is fit for purpose aimed at a specific user  Design a purposeful, functional mask for users based upon design criteria  Generate, develop, model and communicate ideas through discussion, annotated sketches and exploded diagrams  Make  Select and use a wide range of materials and components including construction materials according to their functional properties and aesthetic qualities  Select from and use a wider range of tools and equipment to perform practical tasks  Evaluate  Investigate and analyse a range of existing masks  Evaluate own ideas and bridge against the design criteria and consider the viewpoint of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  Apply understanding of how to strengthen and reinforce the mask  **Cooking and Nutrition** (Science)  Understand and apply the principles of a healthy and varied diet |
| **Art** | Explore ideas and record sketches  Evaluate and analyse creative work using appropriate language of art, craft and design  Explore great artists and understand the historical cultural development of their art form  Explore art and design techniques: printing  To improve mastery of art and design techniques using a range of materials: oil pastels, watercolours, geometric design, collage  Develop sculpting technique (clay) | | |
|  | **Victorian Art**  (William Morris)  Explore ideas and record sketches  Evaluate and analyse creative work using appropriate language of art, craft and design  Explore great artists and understand the historical cultural development of their art form  Explore art and design techniques: printing | **Hokusai Katsushika – The Great Wave**  Explore ideas and record sketches  Develop and improve drawing and painting technique(watercolours)  Evaluate and analyse creative work using appropriate language of art, craft and design  Explore great artists and understand the historical cultural development of their art form  **Animal collage**  Explore ideas and record sketches  Evaluate and analyse creative work using appropriate language of art, craft and design  To improve mastery of art and design techniques using a range of materials: oil pastels, watercolours, geometric design, collage | **Marvellous Mayans**  Explore ideas and record sketches  Develop sculpting technique (clay)  Evaluate and analyse creative work using appropriate language of art, craft and design  Explore great artists and understand the historical cultural development of their art form  **Four Views**  Explore ideas and record sketches  To improve mastery of art and design techniques using a range of materials: oil pastels |
| **Computing** | **Algorithms and Programming**  · I can design a solution by breaking a problem up. · I recognise that different solutions can exist for the same problem.  · I can use logical reasoning to detect errors in algorithms. · I can use selection in programs.  · I can work with variables. · I can explain how an algorithm works.  · I can explore “what if” questions by planning different scenarios for controlled devices.  **Information technology**  · I can select, use and combine software on a range of digital devices.  · I can use a range of technology for a specific project.  **Digital literacy**  · I can discuss the risks of online use of technology. · I can identify how to minimise risks. | | |
| Purple Mash | **Coding**  Design, write and debug programs that accomplish specific goals  Control or simulate physical systems solving problems by decomposing them into smaller parts  Use sequence, selection and repetition in programs  Work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work  Detect and correct errors in algorithms and programs  **Online Safety**  Understand computer networks including the internet, how they can provide services such as the world wide web and the opportunities they offer for communication and collaboration  Use technology safely, respectfully and responsibly  Recognise acceptable and unacceptable behaviour  Identify ways to report concerns about content and contact | **Spreadsheets**  Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals  Collect, analyse, evaluate and present data and information  **Blogging**  Understand computer networks including the internet, how they can provide services such as the world wide web and the opportunities they offer for communication and collaboration  Use technology safely, respectfully and responsibly  Recognise acceptable and unacceptable behaviour  Identify ways to report concerns about content and contact  Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals | **Text Adventures**  Design, write and debug programs that accomplish specific goals  Control or simulate physical systems solving problems by decomposing them into smaller parts  Use sequence, selection and repetition in programs  **Networks**  Understand computer networks including the internet, how they can provide services such as the world wide web and the opportunities they offer for communication and collaboration  Use technology safely, respectfully and responsibly  Recognise acceptable and unacceptable behaviour  Identify ways to report concerns about content and contact |
| **Relationships Education** taught through  Espresso Unit encompassing  **PSHE Strands**  Economic wellbeing/ financial education is delivered in the Summer Term through Enterprise Week and Careers Week. | Healthy and happy friendships: Relationships and feelings  RSHE strands covered - r**espectful relationships/c**aring friendships/being safe  **Relationships** Pupils will explore the concept of identity as well as the stereotypes and prejudice that can lead to people making judgements about others. They will explore how peer-pressure can affect us and how to cope with changes in friendships as they grow older, including during transition to secondary school.  **Health and wellbeing** Children will explore the importance of emotional health and wellbeing, investigating skills and techniques for maintaining positive emotional health and resisting negative pressure. They will explore a wider range of positive and negative emotions.  **Living in the wider world** Children will learn to recognise stress and anxiety and how to ask for help when they are experiencing negative emotions. They will practise identifying risks and ways of resisting pressure that threatens their safety.  Similarities and differences: Respectful behaviour online and offline  RSHE strands covered - o**nline relationships/** being safe/r**espectful relationships**  **Relationships** Pupils will further explore the concept of identity and identifying their own and others' strengths and abilities. They will learn about the characteristics of safe and respectful behaviour online and offline, including respecting personal boundaries.   **Health and wellbeing** Children will further develop their self-worth and self-respect by celebrating their strengths and abilities and setting some goals for themselves.    **Living in the Wider World** Children will learn to identify and avoid risks online, recognise the safety network they have at school and know where to turn for support and advice outside of school. | Caring and responsibility: Responsible behaviour as we get older  RSHE strands covered - r**espectful relationships/c**aring friendships/being safe  **Relationships** Pupils will look at our care needs at different stages in our lives. They will learn about the ways in which we can help, support and care for other members of our communities and how we can take more responsibility for self-care. They will investigate topics such as isolation and loneliness and explore the support network available as they transition to secondary school.  **Health and wellbeing** Children will learn about how isolation and loneliness can affect them, and the importance of discussing such issues and seeking support. They will explore the mental health benefits of volunteering and community participation and learn some simple self-care techniques, such as having interests and hobbies. They will find out about the importance of self-respect and how this links to their own happiness.   **Living in the wider world** As children learn to take more responsibility and prepare for secondary school, they will learn about the importance of asking for advice and the need to keep asking until they are heard. They will also learn about how to look after their money.  **Families and committed relationships: Relationships (Y4)**  RSHE strands covered - f**amilies and people who care for me/b**eing safe/r**espectful relationships**  **Relationships** Children will continue to learn about diversity of relationships and some of the characteristics of a happy family or committed relationship, such as sharing interests, spending time together and being supportive of one another.    **Living in the Wider World** Children will learn about seeking help and support if something makes them uncomfortable in a relationship. | Coping with change: Emotional effects of life changes  RSHE strands covered - r**espectful relationships/c**aring friendships/being safe  **Relationships** Children will continue to explore the changes that occur during puberty, including a focus on emotions and changing relationships. In Year 6, children will learn about how puberty changes can cause them to argue more with people who are close to them, and they will explore ways to resolve these potential conflicts.  **Health and wellbeing** Children will talk about emotional changes and the different feelings that they may experience during puberty. They will learn techniques to cope with these emotions and ways of supporting one another. In Year 6, children will also learn about the external influences that may affect their sense of self-worth and their body image.   **Physical health** Children will continue to explore the changes to girls' and boys' bodies as they go through puberty.  Healthy bodies, healthy minds: Being the best me  RSHE strands covered - o**nline relationships/b**eing safe  **Physical health** Children will learn about harmful substances that can affect our physical health, including caffeine, tobacco and alcohol. They will find out about viruses and bacteria, how we can prevent illness and the effects of vaccines and immunisation.  **Health and wellbeing** Children will explore the importance of self-value and self-respect. They will learn that mental health needs to be nurtured in the same way as physical health and that there are strategies for self-care. Children will also explore how the internet and social media impact on our personal feelings of wellbeing.    **Living in the Wider World** As children grow up and become more active online, they will learn about the potential risks involved with online interactions and ways to report abuse and reach out for support if needed. |



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