



KS2 Curriculum Mapping 2016 – 2017

Year 6

 	<p>Autumn 1 (7 weeks 2 days) (6 weeks 4 days) Term starts: Thursday 1st September 2016 until Friday 21st October 2016</p> <p>2 training days Thurs 1st and Friday 2nd September</p> <p>Eid day 12th September</p> <p>Half Term holiday: Monday 24th October 2016 until Friday 28th October 2016</p>	<p>Autumn 2 (7 weeks) Term starts: Monday 31st October 2016 until Friday 16th December 2016</p> <p>Christmas Holiday: Monday 19th December 2016 until Monday 2nd January 2017</p>	<p>Spring 1 (6 weeks 4 days) (6 weeks 3 days) Term starts: Tuesday 3rd January 2017 until Friday 17th February 2017</p> <p>1 training day Tuesday 3rd January</p> <p>Half Term holiday: Monday 20th February 2017 until Friday 24th February 2017</p>	<p>Spring 2 (6 weeks) Term starts: Monday 27th February 2017 until Friday 7th April 2017</p> <p>Easter Holiday: Monday 10th April 2017 until Friday 21st April 2017</p>	<p>Summer 1 (4 weeks and 4 days) Term starts: Monday 24th April 2017 until Friday 26th May 2017</p> <p>May Day Holiday: Monday 1st May 2017</p> <p>Spring Bank Holiday: Monday 29th May 2017 until Friday 2nd June 2017</p>	<p>Summer 2 (7 weeks) (6 weeks 4 days) Term starts: Monday 5th June 2017 until Friday 21st July 2017</p> <p>Eid day 26th June</p>
<p>Topic / Theme</p>	<p>Mexico</p>	<p>Dracula</p>	<p>WW2</p>		<p>Take a Bow</p>	
<p>Events, visits and enrichments</p>	<p>Mexican dancing, day of the dead day,</p>	<p>BLP week beginning Monday 7th November Ghost tour</p>	<p>Eden Camp</p>		<p>Theatre visit Year 6 performance</p>	
<p>English Genre (s) Writing Opportunities (Bottom section of the year overview sheet to be put here.)</p>	<p>Narrative-Day of the dead. Description of a Mexican market. Description of food tasting session.</p>	<p>Non-chronological Reports Instructions – how to kill a vampire Kenning poems Newspaper Article</p>	<p>Biographies, persuasive letter to join the army, diary entries from an evacuee. SATs Recounts – Newspaper article, description of the Blitz.</p>		<p>Play scripts – Writing a play Adverts – Persuasive language advertising our school production Leaflets Review/Recounts of our trip to the theatre.</p>	
<p>Maths Links</p>	<p>Using Keys</p>	<p>Measures/Graphs/Time</p>	<p>Reflection/Symmetry/</p>		<p>Measures/MoneyCost</p>	
<p>Science</p>	<p>Y6 Living things and their habitats Pupils should be taught to: 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>	<p>Y6 Animals including humans Pupils should be taught to: 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</p>	<p>Y6 Light Pupils should be taught to: 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</p>	<p>Y6 Electricity Pupils should be taught to: 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</p>	<p>Y6 Evolution and inheritance Pupils should be taught to: 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</p>	<p>Y6 Animals including humans Pupils should be taught to: 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</p>

			he same shape as the objects that cast them			
Computing	IJAM	IJAM				Animation
Art and Design	<p>Self- portraits in the style of Frida Karlo</p> <p>Making sugar skulls</p> <p>Skull designs</p> <p>Marigold drawing</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<p>Sketches, landscape – Whitby Abbey</p> <p>Black and white Nosferatu sketches (Charcoal)</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Sketch Portraits of WW2 Leaders</p> <p>Portraits, blitz scenes,</p> <p>Peg spitfires, medals</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Produce posters advertising the performance.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 		
Music	<p><u>Mexican music</u> <u>Mexican dancing</u></p> <p>In week three we shall be having a Mexican dance workshop with some dance specialists. Children will learn and</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p><u>Look at music from silent films to create atmosphere (Nosferatu)</u></p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	<p>Visit Eden Camp –Singalong!</p> <p>Looking at WW2 Songs – Vera Lynn in prep for VE Day</p> <ul style="list-style-type: none"> 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. 	<p>Singing – performing as group/choir. Performing for an audience. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Singing – performing as group/choir. Performing for an audience.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>		

	<p>traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>				
DT	<p>Making sugar skulls</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<p>Make Gargoyles</p> <p>Children will design their very own gargoyle in their sketch books and then make it out of clay.</p> <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 	<p>Anderson shelters, vegetable patches. Children will plan and make their own model of an Anderson Shelter using clay, card, paper etc.</p> <p>Food – preparing food for the VE celebrations. Ration cooking recipes Children will follow recipes from WW2 to make a variety of foods to eat out our very own VE day celebrations.</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Making Props and Sets for Performance. Using IT to create posers/booklets leaflets etc.</p> <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. 	
History	<p>Mexian history, mayans.....</p> <p>Children will study the Mayan Civilisation as part of their history. Including looking at religion/food/culture.</p> <p>Produce a timeline of the</p>		<p>How did World War 2 Start Timeline of events</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>How did World War 2 Start Timeline of events</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Look at William Shakespeare and the history of the theatre.</p>

	<p>mayan civilisation</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 				
<p>Geography</p>	<p>Mapping skills where is Mexico? Draw map of major towns/cities/landmarks.</p> <p><u>Rainforests/Mountains etc.</u></p> <p>Study rainforest climate and link to farming.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<p><u>Journey of Jonathon Harker and Dracula (London to Romania)</u></p> <p>Coastal erosion and contrasting localities</p> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Map of Europe</p> <p>Nations involved in WW2</p> <p>Flags of countries involved</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and <p>Map of Europe</p> <p>Nations involved in WW2</p> <p>Flags of countries involved</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and 	<p>Visit to Sheffield Theatre – plan visit</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	

	Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, 					
PE	Dance and Karate	Karate	Team Building	Games	Athletics	Team Rounders/Football Sports
RE	Day of the Dead – Afterlife	Christianity Folk Beliefs around the world.	Judaism			
MFL	Planned and delivered by a specialist Spanish teacher. Across the year and key stage all objectives are to be covered. Pupils should be taught to: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 					