

Curriculum Map 2019-2020 Year 6

LENT		
Topic	Choices	What a Wonderful World
Big Question	How do the choices we make affect us?	How can we make our world a better place?
Key learning at the end of the topic	Exploring the various ways in which the different choices we make affect our lives and the lives of others around us.	Appreciating our world and the problems that our environment faces. Identifying actions to improve our world.
Text	Alma Video The Highwayman	Letter/video from Pope Francis and formal letters
Key entry	Alma video	Letter from Pope Francis ' <i>Laudato Si'</i> ' asking us to protect the earth
Key exit	A guide to making the right choices	Earth Hour
Vocabulary	suspense, choices, mystery, sources, unity, circular system, arteries, veins, blood vessels, capillaries, climate, weather	sustainability, single-use, production, grief, evolution, adaptation, fossil, inheritance, genes, offspring, DNA, recycle, reuse, renewable energy
Learning Outside the Classroom	Observing and recording weather conditions to compare to previous years.	Litter picking in local area. Audit of our school environment and its sustainability.
Trips / visits / visitors	Dodgeball tournament Healthy Living Week A Life visit	Earth Hour Year 6 Charity Day Life Bus
Discovery	Renewable Energy	Science - Animal adaptations
English (Reading, Writing, SPaG)	<p>Reading: Continuing to read a range of genres including poetry and picture books. Drawing inferences from the text and justifying with evidence. Exploring the meaning of words in context.</p> <p>Writing: Suspense writing using 'Alma' and 'The Highwayman' Identifying the mood and atmosphere of the writing and selecting appropriate devices to create suspense. Further develop the use of 'show don't tell' to portray the mood and atmosphere. Analysing the poem 'The Highwayman' by Alfred Noyes and converting it to narrative. Introducing and developing characters by blending action, dialogue and description within sentences and paragraphs.</p> <p>SPaG Identifying the active and passive voice and beginning to use the passive voice within writing. Investigating and collecting a range of synonyms. Adding parenthesis into writing, using a range of punctuation. Punctuating speech accurately. Using various strategies to spell words correctly and develop use of self-checking and proof-reading strategies.</p>	<p>Reading: Continuing to read a range of genres including poetry and picture books. Drawing inferences from the text and justifying with evidence. Making predictions based on details stated and implied.</p> <p>Writing: Formal writing to well-known companies to persuade them to limit their use of single-use plastic. Identifying the audience and purpose of writing and choose the appropriate text form and type. Selecting appropriate formal language and structures, drawing on similar writing models, reading and research. Using a range of devices to build cohesion between paragraphs.</p> <p>SPaG Identify and use semi-colons to mark the boundary between independent clauses. Explore how hyphens can be used to avoid ambiguity. Exploring the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>

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<p>Mathematics</p>	<p>Decimals Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply 1-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems, which require answers to be rounded to specified degrees of accuracy.</p> <p>Percentages Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p> <p>Algebra Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p>	<p>Measurement Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 dp. Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p> <p>Ratio Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
<p>Religion</p>	<p>Sources Compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer. Show how their own and others' decisions are informed by beliefs and values which may be influenced by what they have read.</p> <p>Unity Make links to show how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others. Compare their own and other people's ideas about questions concerning friendship which are difficult to answer. Show an understanding of how their own and others' decisions about friendships are informed by beliefs and values.</p>	<p>Death and New Life Make links to show how feelings and beliefs about loss and death affect their behaviour and of others. Compare their own and other people's ideas about questions concerning loss and death which are difficult to answer. Show how their own and others' decisions concerning the effects of death and loss are informed by beliefs and values.</p>
<p>Science</p>	<p>Science Week Animals – Exercise, Health & The Circulatory System Identify and name the main parts of the human circulatory system. Describe the function of the heart, blood vessels and blood. Discuss the impact of diet, exercise, drugs and life style on health. Describe ways in which nutrients and water are transported in animals, including humans. Record data and results using scientific diagrams, labels and line graphs.</p>	<p>Evolution and inheritance Describe how the Earth and living things have changed over time. Explain how fossils can be used to find out about the past. Explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). Explain how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Explain evolution. Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes a theory.</p>

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<p>Geography</p>	<p>Climate Change Compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places such as The Gambia, Southern Australia, and Greenland. Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be. Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions.</p>	<p>How can we live more sustainably? Pupils will describe and explain (using examples) what living sustainably means. They will identify, describe and explain the differences between renewable and non-renewable resources and will understand (in basic terms) how solar panels, wind turbines and hydroelectric power stations generate electricity. They will understand why creating new habitats for birds are good examples of sustainable development. Recognise and explain ways in which their lives at home could be more sustainable.</p>
<p>Art</p>	<p>The Highwayman – Sketching Make thoughtful observations about starting points and select ideas to use in their work. Use dry media to make different shapes within a drawing. To use feedback to make amendments and improvement.</p>	<p>Evolution - Sketching Use dry media to make different marks, lines and patterns within a drawing. Work in a sustained and independent way to create a detailed drawing. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>
<p>D & T</p>	<p>Food – Making a healthy meal Based on our healthy living topic, children will plan and prepare a healthy lunch meal for themselves. They will record ideas in their sketchbooks using annotated diagrams. They will plan the sequence of work using a storyboard and list tools needed before starting. Children will weigh and measure using scales and will work safely and hygienically. Children will learn about and consider the influence of chefs e.g. Jamie Oliver and school meals. Children will evaluate their meal and explain how their finished product could be improved.</p>	<p>Textiles – Making reusable tote bags from recycled materials Children will design and create their own tote bag made from recycled fabrics. Children will require any old clothing or materials available from home. After researching and evaluating existing products, children will consider the user and purpose of their item. Children will plan and record their ideas for their tote bag and identify the strengths and weaknesses of their design. They will then create a 3D product (after making a prototype) using pattern pieces and seam allowance. They will pin and tack fabric pieces together and join them using blanket stitch. Children will discuss how well their finished product meets the design criteria of the user.</p>
<p>Music</p>	<p>African drums Children will demonstrate the appropriate playing posture whilst practising and performing. They will listen to and discuss pieces of African drumming music and how this indicates culture. They will perform as a soloist and in a group to the teacher, receiving feedback to improve.</p> <p>Singing Children will sing songs from memory with accurate pitch and perform rhythmically, while continuing to hold their bodies correctly. They will begin to recognise the character and purpose in a piece of music.</p> <p>Music Appreciation Explore and explain their own ideas and feelings about music. Develop an understanding of the history of music, knowing how time and place can influence the way music is created. Explain why silence is often needed in music and explain what effect it has.</p>	
<p>PSHE</p>	<p>Living in the Wider World – Money Explain some benefits of saving money and describe the different ways money can be saved, outlining the pros and cons of each method. Describe the costs that go into producing an item. Suggest sale prices for a variety of items, taking into account a range of factors. Explain what is meant by the term <i>interest</i>. Recognise and explain that different jobs have different levels of pay and the factors that influence this. Explain the different types of tax (income tax and VAT) which help to fund public services. Evaluate the different public services and compare their value.</p>	<p>Living in the Wider World – Caring for the Environment Preparations for Charity Day. Explain what we mean by the terms voluntary, community and pressure (action) group. Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way. Suggest actions that could be taken to live in a more environmentally sustainable way.</p>
<p>PE</p>	<p>Gymnastics Develop flexibility, strength, technique control and balance. Combine their own work with that of others. Create a routine to perform that is sequenced to specific timings.</p>	<p>Gymnastics Develop flexibility, strength, technique control and balance. Combine their own work with that of others. Create a routine to perform that is sequenced to specific timings.</p>

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	<p>Fitness Recognise the importance of health and fitness. Develop an appreciation of physical education. Compare their performances with previous ones and achieve their personal best.</p>	<p>Tennis To play according to the rules of a game and explain the rules to others. They can serve to begin a game and use a range of shots. To begin to explore the tennis scoring systems.</p>
<p>ICT</p>	<p>We are adventure gamers Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; works with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>We are advertisers Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.</p>
<p>Spanish</p>	<p>Qué Tiempo Hace? (What is the weather?) Repeat and recognise the vocabulary for weather in Spanish. Ask what is the weather like today? Say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols.</p>	<p>Yo En El Mundo (Me in the world) Children will learn about the many countries in the world that speak Spanish and about different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet.</p>