

Somers Park Primary School
Year 6 Curriculum Map 2016- 2017



Year 6	Autumn		Spring		Summer
School events	Cheltenham Literature Festival trip	Young Shakespeare performance of 'Macbeth'		Rivers Field Study Trip	Outdoor Education Trip- Redridge Leavers Gala Performance Enterprise Project
English	<p>Autobiographies- using 'Boy' by Roald Dahl Character Profiles- using 'The Secret of City Cemetery' by Patrick Bone Formal Letter Writing Comprehension- literal questions and using inference and prediction Informal letter writing- following Cheltenham Literature Festival trip (see below) Diary writing- using 'Lamb to the Slaughter' by Roald Dahl Poetry- 'Chivvy' and 'The Outing' by Michael Rosen Blogging/Diary writing- using the poem 'Flannan Isle' by Wilfred Wilson Gibson Non-chronological Reports Narrative writing- using Shakespeare's 'Macbeth'</p>		<p>Blogs/Diaries- using 'The Pied Piper of Hamelin' poem by Robert Browning Persuasive Adverts Formal and informal recounts- using 'What has happened to Lulu?' by Charles Causley Reviews- using the animated film 'Worlds Apart' Character Profile and Narrative writing- using 'Frankenstein' by Mary Shelly Persuasive Writing Narrative Writing, Newsletters (using a variety of organisational techniques), playscripts and drama- using 'There's a Boy in the Girl's Bathroom' by Louis Sachar.</p>		<p>Review of a talent show act- for assessment purposes. Instructions Figurative Poetry- using 'Ant' by Zoe Bailey, 'What is Fog?' by John Foster, 'What is... the Sun?' by Wes Magee, 'The Fly' by Walter de la Mare and 'Silver' by Walter De La Mare. Imagery Poetry- using a selection from the following poems: 'Fog' by Carl Sandberg, 'Two Sunflowers Move in a Yellow Room' by William Blake, 'It's Spring' by John Foster, 'Is the Moon Tired?' by Christina Rossetti, 'Words Behaving Badly' by Sue Cowling, 'The Word Party' by Richard Edwards, 'Empty Head' by Malick Fall, 'Shallow Poem' by Gerda Mayer and 'A Boy's Head' by Miroslav Holub.</p>
Ongoing- Reading (word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language					
Maths	<ul style="list-style-type: none"> Written calculation methods- addition, subtraction, multiplication and division, including some decimal numbers read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Calculate mentally with integers and decimals use negative numbers in context, and calculate intervals across zero compare classify geometric shapes based on their properties and sizes find unknown angles in any triangles, quadrilaterals, and regular polygons and where they meet at a point, are on a straight line, and are vertically opposite. read, write and convert time between analogue and digital 12 and 24-hour clocks and solve time problems, including using timetables use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Recognise when it is possible to use formulae for area and volume of shapes. 		<ul style="list-style-type: none"> solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison use common factors to simplify fractions add and subtract fractions with different denominators and mixed numbers add and subtract fractions with different denominators and mixed numbers express missing number problems algebraically use simple formulae expressed in words multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication. Formal written method of division recognise when it is necessary to use the formulae for area and volume of shapes calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³) and extending to other units, such as mm³ and km³. illustrate and name parts of circles, including radius, diameter and circumference draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Read Roman numerals to 1 000 (M) and recognise years written in Roman numerals Use their knowledge of the order of operations to carry out calculations involving the four operations 		<ul style="list-style-type: none"> Express missing number problems algebraically Use simple formulae expressed in words Find pairs of numbers that satisfy number sentences involving two unknowns. Solve problems involving the relative sizes of two quantities, including similarity Solve problems involving unequal sharing and grouping. Solve number and practical problems that involve large numbers, rounding and negative numbers. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. <p style="text-align: center;">Revision on topics needed</p>
Ongoing- Number and Place Value					
Science	<p>Living Things and their Habitats:</p> <ul style="list-style-type: none"> describe how living things are classified into broad 		<p>Animals including humans:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory 		<p>Electricity:</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer

	<p>groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <ul style="list-style-type: none"> • give reasons for classifying plants and animals based on specific characteristics. <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 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>system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> • 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>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>with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> • 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.
Computing	<p>E-safety- personal safety online</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Computer Science:</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • 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 (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Computing and Programming:</p> <ul style="list-style-type: none"> • 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; work 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
Humanities	<p>6M- Rivers:</p> <ul style="list-style-type: none"> • Identifying the features of a river • Rivers of the world. <p>6E- Ancient Greece:</p> <ul style="list-style-type: none"> • City state comparisons including warfare. • Daily Life and influences on the modern world 	<p>6E- Rivers:</p> <ul style="list-style-type: none"> • Identifying the features of a river • Rivers of the world. 	<p>6M- Ancient Greece:</p> <ul style="list-style-type: none"> • City state comparisons including warfare. • Daily Life and influences on the modern world
RE	<p>Islam- Beliefs and Practices To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</p>	
Art	<p>Linked to humanities topic- 6E- Ancient Greek pottery tiles- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</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] 	<p>Linked to humanities topic Rivers- study the work of Monet Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</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>Linked to humanities topic- 6M- Ancient Greek pottery tiles- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 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>
DT	<p>See Spring/Summer terms</p>	<p>6M- Fairground Rides When designing and making, pupils should be taught to: Design</p>	<p>6E- Fairground Rides When designing and making, pupils should be taught to: 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 materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <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 how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<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 materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <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 how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
PSHE	Jigsaw- <i>A comprehensive Scheme of Learning for PSHE. Education including Emotional Literacy, Social Skills and Spiritual Development.</i> Autumn Topic: 'Being me in my World'	Jigsaw- <i>A comprehensive Scheme of Learning for PSHE. Education including Emotional Literacy, Social Skills and Spiritual Development.</i> Spring Topic: 'Celebrating Me' and 'Dreams and Goals'	SRE- Sex and Relationship Education. STAR- Drugs Awareness Education
Languages	See Spring and Summer terms	<p>French Topics- greetings, numbers to 30, days and months, family and school. Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 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 	<p>French Topics- body parts, cafes-food, hobbies Pupils should be taught to:</p> <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary read carefully and show understanding of words, phrases and simple writing describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Music	The Beatles Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.		Leavers Gala Production Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• 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>Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• use and understand staff and other musical notations
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