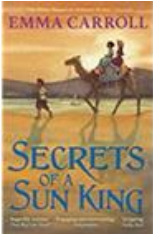
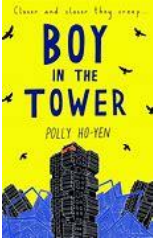
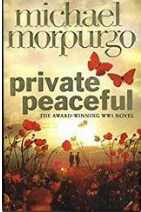









YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>ENGLISH</p>	<p>Secrets of a Sun King- Emma Carroll</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> Narrative- adventure story Non-chronological Report <p>Spelling Rules</p> <ul style="list-style-type: none"> Double s,f,k,z,k -tch/ -ch sound -s / -es for plural Split digraphs (a-e, e-e, o-e, i-e, u-e) 'ee' sound spelt 'y' at the end of words. 'oi' / 'oy' <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> Word classes Relative clause Relative pronoun Modal verbs to indicate degrees of possibility Adverbs to indicate degrees of possibility Expanded noun phrases to convey complicated information Using the perfect form of verbs to mark relationship of time and cause 	<p>Power of Reading book</p> <p>Narrative complex text</p> <p>The Boy in the Tower- Polly Ho-Yen</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> Narrative- Sci-fi Procedure- survival manual <p>Spelling Rules</p> <ul style="list-style-type: none"> Suffixes (ed- est- er - ing) 'j' ending spelt -ge or -dge 'le' ending Contractions <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <p>Word classes:</p> <ul style="list-style-type: none"> Passive Voice Active Voice Modal Verbs Adverbials Expanded Noun Phrases Preposition Tenses Synonyms and antonyms Recap of word classes Recognising vocabulary and structure choices appropriate for formal writing, including The difference between vocabulary typical of informal speech and formal speech Recognising subjunctive forms 	<p>Power of Reading book</p> <p>Narrative complex text</p> <p>Private Peaceful -Michael Morpurgo</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> Persuasion- letter Narrative- dual Recount-Newspaper <p>Spelling Rules</p> <ul style="list-style-type: none"> Suffixes after 'y' Suffixes (-less, -ment, -ful, -ness) Suffixes (-ly) -tion/ -sion Prefixes <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information The difference between vocabulary typical of informal speech and formal speech Recognising subjunctive forms Recap previously taught grammar Use a wide range of cohesive devices <p>Punctuation</p> <ul style="list-style-type: none"> Using a colon to introduce a list Use of semi colons to mark boundaries between independent clauses Punctuating bullet points correctly Using colons to mark boundaries between independent clauses 	<p>Power of Reading book</p> <p>Narrative complex text</p> <p>Goodnight Mr Tom-Michelle Magorian</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> Balanced Argument Recount- Newspaper Autobiography <p>Complexity of the Narrator</p> <p>Once- Morris Gleitzman</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> Non-chronological Report Narrative- flashback Poetry <p>Spelling Rules</p> <ul style="list-style-type: none"> -sure/ -ture -ous/ ious -cian/ -tial -able, -ible, ably, -ibly -cious/ -tious -ant, ent, ancy, ency <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p>	<p>Power of Reading book</p> <p>Non-linear time sequence</p> <p>Holes- Louis Sachar</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> Informal letter Recount- diary Film Review <p>Spelling Rules</p> <ul style="list-style-type: none"> -ei/ ie Hypens Silent letters Vowel suffixes <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <p>Recap previously taught grammar</p> <ul style="list-style-type: none"> Word classes Relative clause Relative pronoun Modal verbs to indicate degrees of possibility Adverbs to indicate degrees of possibility Expanded noun phrases to convey complicated information Using the perfect form of verbs to 	<p>Archaic text</p> <p>No-one is Too Small to Make a Big Difference- Greta Thunberg</p>  <p>Speeches That Made a Difference- Greatest Hits</p> <p>Macbeth</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> Persuasive- Speech Playscript Poem <p>Spelling Rules</p> <p>From analysis of QLA (question level analysis), recapping all spellings rules from KS1/ KS2 to ensure children are ready to progress to KS3.</p> <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <p>From analysis of QLA (question level analysis), recapping all previously taught grammar skills from KS1/ KS2 to ensure children are ready to progress to KS3.</p>



Year 6 Curriculum Map

<p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Speech punctuation • Commas for lists • For clarity • To separate clauses • Parenthesis • To avoid ambiguity • Layout devices • Ellipsis 	<p><u>Punctuation</u></p> <p>Speech punctuation</p> <p>Capital letters for proper nouns</p> <p>Commas</p> <ul style="list-style-type: none"> • For list • For clarity • To separate clauses • Layout device • Ellipsis 	<ul style="list-style-type: none"> • Use of the dash between marking the boundaries between independent clauses • Using hyphens to avoid ambiguity • Recap previously taught punctuation • Layout devices • Ellipsis 	<ul style="list-style-type: none"> • Using passive verbs to affect the presentation of information • The difference between vocabulary typical of informal speech and formal speech • Recognising subjunctive forms • Use a wide range of cohesive devices • Recap previously taught grammar <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Using a colon to introduce a list • Use of semi colons to mark boundaries between independent clauses • Punctuating bullet points correctly • Using colons to mark boundaries between independent clauses • Use of the dash between marking the boundaries between independent clauses • Using hyphens to avoid ambiguity • Recap previously taught punctuation • Ellipsis 	<p>mark relationship of time and cause</p> <ul style="list-style-type: none"> • Passive Voice • Active Voice • Modal Verbs • Adverbials • Expanded Noun Phrases • Preposition • Tenses • Synonyms and antonyms • Recap of word classes • Recognising vocabulary and structure choices appropriate for formal writing, including • The difference between vocabulary typical of informal speech and formal speech • Recognising subjunctive forms <p><u>Punctuation</u></p> <p>Recap previously taught punctuation.</p> <ul style="list-style-type: none"> • Layout devices • Ellipsis • Speech punctuation • Commas for lists • For clarity • To separate clauses • Parenthesis • To avoid ambiguity • Layout devices • Ellipsis 	<p><u>Punctuation</u></p> <p>From analysis of QLA (question level analysis), recapping all previously taught punctuation from KS1/ KS2 to ensure children are ready to progress to KS3.</p>
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Year 6 Curriculum Map

MATHS

<p>Arithmetic Children practice 4 arithmetic style questions every day. One maths session a week focuses on arithmetic skills. The content for these sessions is based on QLA (question level analysis) from the most recent assessments.</p> <ul style="list-style-type: none"> • Multiply a decimal by 10 and 100 • Finding factors of any number • Subtracting with 1 decimal place • Square numbers • Find 10% of an amount • Find 20% of an amount • Multiplying two-digit numbers by one-digit numbers • Identifying fractions 	<p>Arithmetic Children practice 4 arithmetic style questions every day. One maths session a week focuses on arithmetic skills. The content for these sessions is based on QLA (question level analysis) from the most recent assessments.</p> <ul style="list-style-type: none"> • Multiply a decimal by 10 and 100 • Finding factors of any number • Subtracting with 1 decimal place • Square numbers • Find 10% of an amount • Find 20% of an amount • Multiplying two-digit numbers by one-digit numbers • Identifying fractions 	<p>Arithmetic Children practice 4 arithmetic style questions every day. One maths session a week focuses on arithmetic skills. The content for these sessions is based on QLA (question level analysis) from the most recent assessments.</p> <ul style="list-style-type: none"> • Multiply a decimal by 10 and 100 • Finding factors of any number • Subtracting with 1 decimal place • Square numbers • Find 10% of an amount • Find 20% of an amount • Multiplying two-digit numbers by one-digit numbers • Identifying fractions 			
<p>Place Value</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve all of the above. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Perform mental calculations, including with mixed operations and large numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Fractions Recognising and representing fractions</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use 	<p>Fractions, Decimals and Percentages Representing and calculating fractions of amounts</p> <ul style="list-style-type: none"> • Find a unit fraction of an amount by drawing picture of fraction and sharing into equal groups • Find non-unit fractions of amount pictorially • Understand the non-pictorial method for finding fraction of an amount. <p>Fractions, decimals, percentage equivalence</p> <ul style="list-style-type: none"> • Convert tenths, half, quarters and fifths to percentage and decimal • Convert any number with 2 decimal places to a percentage • Convert any percentage to a decimal <p>Finding percentages of amounts</p> <ul style="list-style-type: none"> • Understand that 10% is the same as 1/10 • Find 20% by adding 2 lots of 10% • Show that 5% is half of 10% • Finding 15% by adding 10% and 5% • Find 1% by knowing it is equivalent to 1/100 <p>Adding and subtracting fractions</p>	<p>Shape</p> <ul style="list-style-type: none"> • Naming angles and shapes • Finding missing angles • Finding missing angles in triangles • Finding missing angles in quadrilaterals • Investigating polygons 	<p>Space</p> <p>Sequences Converting between metric measures Perimeter of shapes Area of shapes Volume</p>	<p>Fractions Decimals Percentages Personalised revision</p>	<p>Data handling</p>



common multiples to express fractions in the same denomination

- Understand that fractions can be added/ subtracted when the parts are the same size
 - Understand when the denominator is the same the numerators get added/ subtracted
 - Add/ subtract fractions where one of the denominators is a factor of the other
 - Add/ subtract fractions with different denominators where pupils have to find a common denominator
- Multiplying and dividing fractions**
- Understand that multiplying a fraction by 3 is the same as adding it together 3 times
 - Understand that an integer can be written as a fraction over 1
 - Understand that when a fraction is multiplied by an integer it is only the numerator that changes (pictorial methods)
 - Understand how to multiply two fractions
 - Use pictures to look at what happens when a unit fraction is divided by an integer
 - Use pictures to look at what happens when a non-unit fraction is divided by an integer
 - Understand that dividing by $\frac{1}{2}$ is the same as multiplying by 2 etc



HISTORY AND GEOGRAPHY

- Ancient Egyptians**
- TBAT explain who ruled ancient Egypt
 - TBAT describe what ancient Egyptian society was like
 - TBAT explain the importance of the River Nile
 - TBAT explain why the ancient Egyptians built the pyramids
 - TBAT explain what the ancient Egyptians believed in
 - TBAT explain how we know about the ancient Egyptians



- Global Challenges**
- TBAT describe how our world is changing
 - TBAT describe how society distributes natural resources
 - TBAT describe how the world trades
 - TBAT explain how the challenge of sustainability effects the globe
 - TBAT explain how the challenge of climate change effects the globe
 - TBAT explain how the challenge of movement and borders effect the globe



- Conflict and Resolution**
- TBAT explain how the first world war begin and the role of the British Empire
 - TBAT describe who fought in the First World War
 - TBAT describe what trench warfare was
 - TBAT describe the role of women during the First World War
 - TBAT describe how the First World War ended and what followed
 - TBAT explain who Hitler was and how did the Second World War begin
 - TBAT explain how Hitler ran Nazi Germany
 - TBAT describe the impact of the war on Britain
 - TBAT explain how Britain rebuilt after the war
 - TBAT suggest how countries aim to maintain peace



- Mapping the World**
- TBAT explain what maps tell us
 - TBAT locate specific places on a map
 - TBAT read an Ordnance Survey (OS) Map
 - TBAT plan fieldwork
 - TBAT carry out fieldwork
 - TBAT present findings from fieldwork



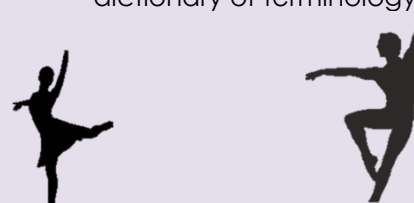
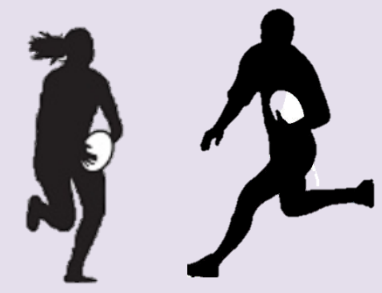




- Making Our Mark**
- TBAT explain what a protest is
 - TBAT describe how people have used protest to protect the environment
 - TBAT describe how people have used protest for gender equality
 - TBA describe how people have used protest for racial equality
 - TBAT describe how people have used protest for justice
 - TBAT explain how people make their mark through art





Year 6 Curriculum Map

<p>PE</p>	<p>Health and Fitness Skills</p> <ul style="list-style-type: none"> I can lead my own complex aerobic sequences. <p>Knowledge</p> <ul style="list-style-type: none"> I can record my heart rate before and after exercise. I can choose appropriate warm-ups and cool downs. I can explain what aerobic and anaerobic exercise are. I can explain why we need regular and safe exercise. I can explain why the heart rate increases during exercise and present the data mathematically. 	<p>Gymnastics Skills</p> <ul style="list-style-type: none"> I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. I can plan and perform with precision, control and fluency. I can create a sequence of movements from a Stimulus. <p>Knowledge</p> <ul style="list-style-type: none"> I can draw on what I know about strategy and composition when performing and evaluating my own work and work of others. I can analyse professional routines and use the point scoring system to award and deduct points. 	<p>Dance – Contemporary Matthew Bourne and Merce Cunningham (Contrasting choreographers)</p> <p>Key actions: Bend Stretch Swing Transfer Weight Roll down Roll up Floorwork</p> <p>Skills</p> <ul style="list-style-type: none"> I can perform my key actions with accuracy. I can perform expressively and purposefully. I can dance with musicality. I can modify parts of a sequence as a result of self and peer evaluation. <p>Knowledge</p> <ul style="list-style-type: none"> I can describe the difference in techniques of Matthew Bourne and Merce Cunningham. I can confidently give and receive constructive feedback from peers and implement these changes. I can create a dance dictionary of terminology. 	<p>Tag Rugby Skills</p> <ul style="list-style-type: none"> I can pass the ball sideways whilst running. I can communicate effectively with my teammates. I can engage in a rally with my partner using a tennis ball and a racket with fluency. <p>Knowledge</p> <ul style="list-style-type: none"> I can confidently explain differences and similarities between rugby and tag rugby. 	<p>Tennis Skills</p> <ul style="list-style-type: none"> I can use several tactics in a game. I can follow rules and apply sportsmanship when taking part in games. I can understand the meaning of healthy competition. I am aware of space and can use it to support teammates and defend opponents appropriately. I can use forehand and backhand with a racket. I can lead others in a game. <p>Knowledge</p> <ul style="list-style-type: none"> I can explain complicated rules to my peers. I can confidently lead others in a game. I can analyse and comment on skills and techniques and how these are applied in their own and others' work. 	<p>Athletics (3 weeks) Skills</p> <ul style="list-style-type: none"> I am controlled when taking off and landing a jump. I can accurately jump for height or distance. I can demonstrate good stamina when running sprints or long distance. I can throw with great accuracy. <p>Knowledge</p> <ul style="list-style-type: none"> I can analyse and comment on skills and techniques and how these are applied in their own and others' work. I can record peers' performances and evaluate these accordingly.  <p>Outdoor adventurous activities Skills</p> <ul style="list-style-type: none"> I can read and use a map of my locality successfully to find certain points. I can work efficiently as part of a team by listening to my peers. I can read a compass with accuracy. <p>Knowledge</p> <ul style="list-style-type: none"> I can problem solve effectively I can identify the meaning of symbols on a map. I can explain what orienteering is. I can explain what 'out of bounds' means.
<p>SCIENCE</p>	<p>Biology Circulation and Lifestyle</p> <p>Children will learn to</p> <ul style="list-style-type: none"> identify and name the main parts of the human 	<p>Biology Classifying Living Things</p> <p>Children will learn to</p> <ul style="list-style-type: none"> Classify living organisms (fungi and bacteria) 	<p>Biology Evolution and Inheritance</p> <p>Children will learn to</p> <ul style="list-style-type: none"> find out how living things have changed over time. 	<p>Physics Light and Perception</p> <p>Children will learn to</p> <ul style="list-style-type: none"> Understand light appears to travel in straight lines. 	<p>Physics Electricity and circuits</p> <p>Children will learn to</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a 	



Year 6 Curriculum Map

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

- Create keys for classified organisms.
- Identify the role of Carl Linnaeus in the development of classification in science.

- Recognise that characteristics are passed from parent to their offspring, but that they are not identical to parents.
- appreciate that variation over time can make animals more or less likely to survive in a particular environment (adaptation).
- Identify the role of Charles Darwin's theory of natural selection, as well as palaeontologist Mary Anning's work with fossils in expanding scientific knowledge.

- 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
Identify the relationship between light rays and shadows.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

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



D&T AND ART

Cooking and Nutrition – Meal fit for a Soldier!

Children will design, make and evaluate a meal for a WW1 soldier. During this project they will:

Design

- Explore a range of innovative ideas through research and discussion to develop a design brief
Write a step by step recipe, including a list of ingredients, utensils and equipment (savoury)
Understand and apply seasonality and the source of different food products.

Make

- Use appropriate utensils and equipment accurately, make decorate and present food
Applications of cooking processes

Evaluate

- Evaluate food outcome based on ideas planned.
Consider view of others and improve ideas.
Consider the affordability.

Art

Activism

Disciplines: Printing, Collaging, Drawing

Key Concepts:

That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.

That artists acting as activists often use print because it allows them to duplicate and distribute their message.

That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.

That through art as activism we can come together.

Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. introduced to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.

making posters or zines, using using collage, print and drawing.



Art – Brave Colour

Disciplines: Installation Art, Sketchbooks

Key Concepts:

That as humans we react emotionally to colour.

That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.

That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.

That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.

Children are

enabled to explore colour in a very personal and intuitive way.

Taking inspiration from artists who use colour, light and form to create immersive installations, pupils are encouraged to create (propose) their own art work. They are enabled to imagine "what if...?" and encouraged to share their vision or imagining with others through mock-up artworks and models.

Recognising pupils growing ability to articulate their thoughts, and understand that we can use art to bring people together through sharing common experiences, such as how our bodies and minds react in certain colourful environments, pupils are empowered to create their own response to simple sculptural challenges.

Pupils use sketchbooks throughout to record, test and reflect.



DI/Art

Disciplines: Making, Drawing, Sketchbooks

Key Concepts:

That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories.

That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.

That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.

That we can work in collaboration with others to make a shared experience.

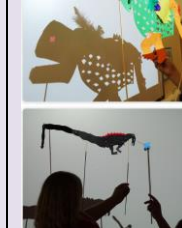
Children are:

exploring both traditional and contemporary artists and craftspeople using intricate cutouts to create artwork which is meaningful to the culture in which it is created.

exploring how they can take inspiration from other artists and craftspeople, and adapt ideas to suit their own way of working.

Creating puppets working in collaboration.

Sketchbooks are used throughout to record, generate ideas, test and reflect.



Art – Exploring Identity

Disciplines: Collage, Drawing, Sketchbooks

Key Concepts:

That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.

That people are the sum of lots of different experiences, and that through art we can explore our identity.

That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.

That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

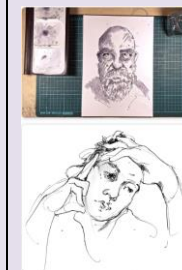
Children are:

introduced to artists who explore their identity within their art.

Exploring how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition.

Listening to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.

Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.



Art/DT - Take a Seat

Disciplines: Design, Making, Drawing, Sketchbooks

Key Concepts:

That artists who create furniture are often called craftspeople or designers.

That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.

That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.

There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like.

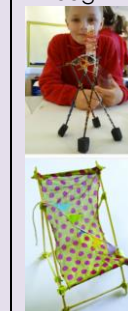
We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.

Children are:

introduced to the work of a craftsman/designer, and they explore how the artist brings his personality to his work.

Exploring chair design over the centuries to understand how furniture can reflect or define the age in which it was made.

Children then use a warm up making exercise to remind themselves that they can be inventive in their making, and that the things they make can communicate ideas to other people. Finally children go on to make their own chair (a model of) using the Design Through making technique.





Year 6 Curriculum Map

RE	<p>Religion: Islam Theme: Beliefs and practices Key Question: What is the best way for a Muslim to show commitment to God? Pupils will learn to:</p> <ul style="list-style-type: none"> Explain why one way of showing commitment may not be better than another. Explore why Muslims choose to show commitment to God in the ways they do and how this might impact on their lives. Think of some ways of showing commitment to God that would be better than others for Muslims. 	<p>Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Pupils will learn to:</p> <ul style="list-style-type: none"> Suggest who they would choose for important roles in their school and country and explain the qualities these people would need. Make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation) Explain their own responses to the Christian belief in the Virgin Birth. 	<p>Religion: Christianity Theme: Beliefs and meaning Concept: Salvation Key Question: Is anything ever eternal? Pupils will learn to:</p> <ul style="list-style-type: none"> Explain the difference it would make to them to know that something was eternal. Make links between different Christian beliefs and their views on whether anything is ever eternal. Reflect whether anything is ever eternal and give their reasons why. 	<p>Religion: Christianity Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Pupils will learn to:</p> <ul style="list-style-type: none"> Explain how they would like to be a positive influence on others. Explain a range of arguments to suggest Christianity is a strong religion today and give opposing arguments. Express their own opinions as to whether Christianity is a strong religion now giving reasoned arguments. 	<p>Religion: Islam Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Pupils will learn to:</p> <ul style="list-style-type: none"> Begin to explain how their beliefs about right and wrong, actions and consequences make a difference to the choices they make. Explain how a belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. Ask questions about life after death and explore how what they believe about this may influence their life. 	<p>Religion: Islam Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Pupils will learn to:</p> <ul style="list-style-type: none"> Give examples of times when they misinterpreted something. Explain two different Muslim interpretations of Jahid and explore their justifications for these. Explore their own and other people's attitudes towards interpretations of Jahid and recognise and challenge stereotyping.



Year 6 Curriculum Map

<p>MUSIC</p>	<p>Unit: Happy</p> <p>Style: Pop/Motown</p> <p>Topic and cross-curricular links: What makes us happy? Video/project with musical examples.</p> <p>Links to other units: Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p> <p>Facts/info:</p> <ul style="list-style-type: none"> Happy is a song written, produced and performed by Pharrell Williams. Happy is a Pop song that has a Soul music sound and groove from the 1960s; very much like a Motown song. What else can you find out? <p>Listen to five other songs in different styles. What are their styles?:</p> <ul style="list-style-type: none"> Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly <p>Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>	<p>Ukeles Unit (non Charanga)</p> <p>Christmas Concert/Pantomime Practice.</p>	<p>Unit: You've Got A Friend</p> <p>Style: The Music of Carole King</p> <p>Topic and cross-curricular links: Her importance as a female composer in the world of popular music.</p> <p>Links to other units: Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p> <p>About this Unit Theme: The music of Carole King.</p> <p>Facts/info:</p> <ul style="list-style-type: none"> You've Got A Friend was a song written by Carole King in 1971. It was first recorded by Carole and featured on her famous album, Tapestry. In the 1960s, Carole King was employed to write Pop songs for artists to perform. <p>Listen to five other songs written by Carole King:</p> <ul style="list-style-type: none"> The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow • (You Make Me Feel Like) A Natural Woman sung by Carole King <p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>	<p>Norfolk Music Hub Project Woodjam</p> <p>Ukele Unit</p> <p>More information to follow when released.</p> <p>+ transition to Year 7, end of year assembly work</p> <p>+ Virtual Big Sing 2022</p>		
<p>FRENCH</p>	<p>Healthy Lifestyle - Manger et bouger</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Choose 10 healthy foods and drinks, in French Choose 10 unhealthy foods and drinks, in French Discuss some healthy foods and drinks, in French Discuss some healthy activities, in French Write a healthy recipe , in French 	<p>At school - A l'ecole</p> <p>Pupils will be able to:</p>	<p>The weekend Le week-end</p> <p>Children will focus on listening, speaking, reading and writing in French.</p>	<p>Habitats Les habitats</p> <p>Children will focus on listening, speaking, reading and writing in French.</p>	<p>Me in the world Moi dans le monde</p> <p>Children will focus on listening, speaking, reading and writing in French.</p>	<p>Regular verbs Les verbes reguliers</p> <p>Children will focus on listening, speaking, reading and writing in French.</p>



Year 6 Curriculum Map

<p>COMPUTING</p>	<p>Digital Literacy E-safety</p> <p>Revisited throughout the academic year.</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To discuss and evaluate the various uses of technology To explain the consequences of sharing too much about themselves online To support their friends to protect themselves and make good choices online, including reporting concerns to an adult To protect their device from harm on the internet To explain the consequences of not communicating kindly and respectfully online 	<p>Information Technology Microsoft Publisher</p> <p>WW1 Research Project (History Cross- Curricular)</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To use a search engine to find appropriate information and check its reliability To talk about the way search results are selected and ranked To combine a range of media, recognising the contribution of each to achieve a particular outcome To use the skills they have already developed to create content using unfamiliar technology 	<p>Information Technology Excel</p> <p>Climate Change Project (Geography Cross-Curricular)</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To select the most effective tool to collect data To check the data they collect for accuracy and plausibility To interpret data collected and present it in an appropriate way 	<p>Digital Literacy Blogs</p> <p>WW2 Project (History Cross- Curricular)</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To select an appropriate tool to communicate and collaborate online To become familiar with blogs as a medium and genre of writing To create a sequence of blog posts on a theme To incorporate additional media into my blog posts To comment on the posts of others 	<p>Computer science Coding and algorithms</p> <p>The children will learn...</p> <ul style="list-style-type: none"> To recompose a problem into smaller steps, recognising similarities to solutions used before To explain and program each of the steps in their algorithm To evaluate the effectiveness and efficiency of their algorithm while continually testing the algorithm To recognise when they need to use a variable to achieve a required output To use different inputs (including sensors) to control a device or onscreen action and predict what will happen To use logical reasoning to detect and correct errors in algorithms and programs 	
<p>PSHE</p>	<p>Drugs and Alcohol</p> <p>Children will have an understanding of legal and illegal drug. They will understand the dangers of illegal drugs, smoking and alcohol on physical and mental health.</p> <ul style="list-style-type: none"> What is a drug? Which drugs are legal and which are illegal? What are the dangers of illegal drugs? Why do people take drugs? What are the dangers of smoking? How does alcohol affect the body and brain? 	<p>Relationships and Sex Education</p> <p>Children will understand the difference between love and friendship including understanding what sexual attraction is. They will understand what consent is. They will have an age-appropriate understanding of sexual intercourse and what happens during pregnancy.</p> <ul style="list-style-type: none"> What is the difference between love and friendship? What is sexual attraction? What is 'consent' and how does it relate to our lives? What is sexual intercourse? What happens during pregnancy? 	<p>E-safety and Social Media</p> <p>Children will understand how to keep themselves safe online including oversharing on social media, the importance of secure passwords and being in control of their digital footprint.</p> <ul style="list-style-type: none"> Progress and the Internet- is it all bad? Why do we need secure, memorable passwords online? How can we show friendship in the real and virtual world? What personal information should I share online? How can I be in control online? 	<p>Anti-Social behaviour and the role of Police and the Law.</p> <p>Children will understand their rights and responsibilities including what keeps them safe. They understand what it means to be part of a community and crime and punishment.</p> <ul style="list-style-type: none"> What are children's rights and how are they balanced with responsibilities? What keeps me safe? Controversial issues: Where do you stand? What is a community and what does it mean to be part of one? Should the punishment fit the crime? 	<p>YSA: Global sustainable Development Goals</p> <p>Children will have an understanding of global sustainable development goals, how humans are damaging the earth and what they can do to make changes.</p> <ul style="list-style-type: none"> What are global sustainable development goals? How are human damaging land, air and water? What are the consequences of personal choices? What positive environmental changes are happening across the world? How can we help towards sustainable development goals in our own lives? 	<p>Transition to High School</p> <p>Children will focus on preparing for high school. This will include identifying and managing feelings of change. They will also focus on developing effective communication skills to enable them to create strong friendships.</p>