



Year 6 Curriculum Map

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<u>Narrative Complex text</u> Kensuke's Kingdom by Michael Morpurgo <u>Linear time sequence</u> How we lived in Ancient Times by Ben Hubbard <u>Writing Genres</u> - Narrative- adventure story - Non-fiction - Explanation- timeline <u>Grammar</u> - 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 <u>Punctuation</u> - Speech punctuation - Commas for lists - For clarity - To separate clauses - Parenthesis - To avoid ambiguity - Layout devices - Ellipsis <u>Spelling Rules</u> - 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)	<u>Narrative complex text</u> Tyger by SF Said <u>Narrative complex text</u> A Christmas Carol by Charles Dickens <u>Writing Genres</u> - Narrative- Sci-fi - Non-fiction - Persuasive letter <u>Grammar</u> - Word classes - 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 <u>Punctuation</u> - Speech punctuation - Capital letters for proper nouns - Commas - For list - For clarity - To separate clauses - Layout device - Ellipsis <u>Spelling Rules</u> - Suffixes (ed- est- er – ing) 'j' ending <u>Year 5/6 Statutory Spellings</u> 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.	<u>Narrative complex text</u> Private Peaceful by Michael Morpurgo <u>Writing Genres</u> - Non-fiction - Recount (Letters from trenches) - Non-fiction – non-chronological report (Everest) <u>Grammar</u> - 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 <u>Punctuation</u> - 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 - Layout devices - Ellipsis <u>Spelling Rules</u> - Suffixes after 'y' - Suffixes (-less, -ment, -ful, -ness) - Suffixes (-ly) -tion/ -sion - Prefixes <u>Year 5/6 Statutory Spellings</u> 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. <u>Reading</u> Children will explore texts through a diet of content-led reading domains: author	<u>Narrative complex text</u> The Arrival by Shaun Tan <u>Narrative complex text</u> Letter from the Lighthouse by Emma Carroll <u>Writing Genres</u> - Narrative – Sci-fi - Non-fiction - interview <u>Spelling Rules</u> -sure/ -ture -ous/ ious -cian/ -tial -able, -ible, ably, -ibly -cious/ -tious -ant, ent, ancy, ency <u>Grammar</u> - 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 <u>Punctuation</u> - 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 - Layout devices - Ellipsis <u>Spelling Rules</u> - Suffixes after 'y' - Suffixes (-less, -ment, -ful, -ness) - Suffixes (-ly) -tion/ -sion - Prefixes <u>Year 5/6 Statutory Spellings</u> Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. 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	'ee' sound spelt 'y' at the end of words. 'oi' / 'oy' <u>Year 5/6 Statutory Spellings</u> 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. <u>Reading</u>	<u>Reading</u> Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	- Using hyphens to avoid ambiguity - Recap previously taught punctuation - Ellipsis <u>Year 5/6 Statutory Spellings</u> 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. <u>Reading</u> Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	formal writing, including - The difference between vocabulary typical of informal speech and formal speech - Recognising subjunctive forms <u>Punctuation</u> Recap previously taught punctuation. - Layout devices - Ellipsis - Speech punctuation - Commas for lists - For clarity - To separate clauses - Parenthesis - To avoid ambiguity - Layout devices - Ellipsis <u>Spelling Rules</u> -ei/ ie - Hypens - Silent letters - Vowel suffixes <u>Year 5/6 Statutory Spellings</u> 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. <u>Reading</u> Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral	
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					reading will be used to improve fluency (punctuation, rate, phrasing and expression).	
MATHS	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. • 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		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. • 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		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. • 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	
	Place Value • 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. Addition and Subtraction • Perform mental calculations, including with mixed operations and large numbers • Use their knowledge of the order of operations to carry out calculations	Fractions, Decimals and Percentages Representing and calculating fractions of amounts • 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. Fractions, decimals, percentage equivalence • 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 Finding percentages of amounts • 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%	Shape • Naming angles and shapes • Finding missing angles • Finding missing angles in triangles • Finding missing angles in quadrilaterals • Investigating polygons	Space Sequences Converting between metric measures Perimeter of shapes Area of shapes Volume	Fractions Decimals Percentages Personalised revision	Data handling



	involving the four operations - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Fractions Recognising and representing fractions - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	- Find 1% by knowing it is equivalent to 1/100 Adding and subtracting fractions - 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				
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HISTORY AND GEOGRAPHY

Ancient Greece	Global Challenges	Conflict and Resolution	Mapping the World	Making Our Mark
• TBAT Who the first Greek civilisations were and how we know about them • TBAT Describe How Ancient Greece was ruled • TBAT explain Why the Persian Wars and democracy were a major part part of the Golden Age of Greece • TBAT explain Who the Athenians and Spartans were, and how did they compared • TBAT explain what Alexander the Great achieved and why he was so influential • TBAT explain why are some of the achievements of the Ancient	• 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 	• 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   	• 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 	• 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 



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Greeks are still
important today





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PE

PE	Health and Fitness Skills - I can lead my own complex aerobic sequences. Knowledge - 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. 	Gymnastics Skills - 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. Knowledge - 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. 	Dance – Contemporary Matthew Bourne and Merce Cunningham (Contrasting choreographers) Key actions: Bend Stretch Swing Transfer Weight Roll down Roll up Floorwork Skills - 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. Knowledge - I can describe the difference in techniques of Matthew Bourne and Merce Cunningham. - I can confidently give and receive constructive feedback from peers.	Tag Rugby Skills - 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. Knowledge - I can confidently explain differences and similarities between rugby and tag rugby. 	Tennis Skills - 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. Knowledge - 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. 	Athletics (3 weeks) Skills - 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. Knowledge - 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. Outdoor adventurous activities Skills



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			and implement these changes. I can create a dance dictionary of terminology.			- 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. Knowledge - 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.
SCIENCE	Physics Light and Perception Children will learn to Understand light appears to travel in straight lines.	Biology Classifying Living Things Children will learn to Classify living organisms (fungi and bacteria)	Biology Evolution and Inheritance Children will learn to find out how living things have changed over time.		Biology <u>Circulation and Lifestyle</u> Children will learn to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Physics Electricity and circuits Children will learn to associate the brightness of a lamp or the

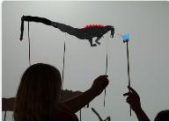


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	• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects 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	• 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 of 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.	• 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	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
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D&T AND ART	Art	Art – Brave Colour	DI	DT/Art	Art – Exploring Identity	Art/DT - Take a Seat
	Activism <u>Disciplines:</u> 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.	<u>Disciplines:</u> Installation Art, Sketchbooks <u>Key Concepts:</u> 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. <u>Children are</u> 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.	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.	<u>Disciplines:</u> Making, Drawing, Sketchbooks <u>Key Concepts:</u> 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.    	<u>Disciplines:</u> 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.  	



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			- Consider view of others and improve ideas. - Consider the affordability.			<u>Disciplines:</u> <u>Design, Making,</u> <u>Drawing, Sketchbooks</u> <u>Key Concepts:</u> 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 craftsperson/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.
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RE	Religion around the World How is Christianity different around the world? - Looking at different Christian denominations including Catholicism, Protestantism, Pentecostalism and Liberation Theology What can we learn from historic faith leaders? - Looking at different problems facing the world today and how people of faith aim to solve those problems Learning about the lives of Malala Yousafzai and St Oscar Romero and how they tackled the problems they found in their communities		Introduction to Buddhism Buddhism Beliefs and Practices - Learning about the life of Buddha, the Four Noble Truths and the Eightfold Path Looking at Buddhist forms of meditation and Buddhist pilgrimage to different places in Buddha's life		Place Study Jerusalem: Place Study - Going on a virtual trip to Jerusalem and learning about the city's Jewish, Christian, and Islamic history and present - Learning about the Crusades and why Jerusalem has been fought over across the centuries Creating a sketchbook which focuses on different religious and cultural details in the city	
	MUSIC	Musical Spotlight: Music and Technology Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity. Social Question: How Does Music Bring Us Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B	Musical Spotlight: Developing Ensemble Skills You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting. Social Question: How Does Music Connect Us with Our Past?. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B	Musical Spotlight: Creative Composition By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever. Social Question: How Does Music Improve Our World? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B	Musical Spotlight: Musical Styles Connect Us Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes. Social Question: How Does Music Teach Us About Our Community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B	Musical Spotlight: Improvising with Confidence You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A ‘phrase’ is sort of like a ‘musical sentence’. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (‘crescendo’) or from loud to soft (‘diminuendo’) can help make music more exciting. Social Question: How Does Music Shape Our Way of Life? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B



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FRENCH	Au salon de thé (At the tea room) • Introduce 11 masculine nouns for popular food and drink • Introduce 9 feminine nouns for popular food and drink • Revise learnt nouns ready to order • Ask for the bill, say, 'thank you' and 'goodbye' • Understand French currency	As-tu un animal? (Do you have a pet?) • Learn how to say 8 pets • Learn how to say, 'I have ...' • Learn how to say, 'that is called...' • Learn how to say, 'I do not have ...' • Combine positive and negative to say which pets you do and do not have	La date (The date) • Recognise, recall and spell the 7 days of the week • Recognise, recall and spell the 12 months of the year • Count to 31 • Say the date in full • Ask and answer, 'When is your birthday?'	Les vêtements (Clothes) • Learn 10 nouns and articles for items of clothes • Learn and additional 11 nouns and articles for items of clothes • Introduce the verb structure, 'I wear ...' • Describe clothes in terms of colour • Introduce the possessive adjective, 'my'	Quel temps fait-il? (What is the weather?) • Learn vocabulary to describe 8 different weather conditions • Revision of weather conditions • Complete listening activity integrating days of the week • Read a weather map • Become a weather presenter!	



Year 6 Curriculum Map

COMPUTING	Digital Literacy E-safety Revisited throughout the academic year. The children will learn... - 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	Information Technology Microsoft Publisher <i>WW1 Research Project (History Cross-Curricular)</i> The children will learn... - 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	Information Technology Excel <i>Climate Change Project (Geography Cross-Curricular)</i> The children will learn... - 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	Digital Literacy Blogs <i>WW2 Project (History Cross-Curricular)</i> The children will learn... - 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	Computer science Coding and algorithms The children will learn... - 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	
	PSHE <u>Drugs and Alcohol</u> 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. - 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?	<u>Anti-Social behaviour and the role of Police and the Law.</u> 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. - 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?	<u>E-safety and Social Media</u> 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. - 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?	<u>Relationships and Sex Education</u> 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. - 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?	<u>YSA: Global sustainable Development Goals</u> Children will have an understanding of global sustainable development goals, how humans are damaging the earth and what they can do to make changes. - 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?	<u>Transition to High School</u> 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.