

# YEAR 6 CURRICULUM MAP 2020-21

		Autumn	Spring	Summer		
Reading	Word reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.				
	Comprehension	<p><b>Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books /text books</b></p> <p>Read a broad range of genres. Recommend books to others. Make comparisons within/across books. Support inferences with evidence. Summarising key points from texts. Identify how language, structure, etc. contribute to meaning. Discuss use of language, inc. Figurative. Discuss &amp; explain reading, providing reasoned justifications for views.</p>				
Writing	Transcription	<p><b>Spelling programme:</b> Distinguish between homophones and other words which are often confused. Understand that the spelling of some words needs to be learnt specifically. Investigate the spelling rule ‘i’ before ‘e’ except after ‘c’’. Investigate the different sounds that the ‘ough’ letter string can represent. Spell some words with ‘silent’ letters. Use knowledge of morphology &amp; etymology in spelling.</p>				
	Composition	<p><b>Writing focusing on audience, purpose and form</b></p> <p>Develop legible personal handwriting style. Plan writing to suit audience &amp; purpose; use models of writing. Develop character &amp; setting in narrative. Select grammar &amp; vocabulary for effect .Use a wide range of cohesive devices. Ensure grammatical consistency</p> <p><i>-Persuasion/recount/journalistic writing</i></p> <p><i>Also a wide range of other writing opportunities</i></p>				
	VGP	Use appropriate register/ style. Use the passive voice for purpose. Use features to convey & clarify meaning. Use full punctuation. Use language of subject/object				
Speaking and Listening		Use questions to build knowledge. Articulate arguments and opinions. Use spoken language to speculate, hypothesise and explore. Use appropriate register and language. Perform poetry				
Maths		<p><b>Number/Calculation</b> Secure place value &amp; rounding to 10,000,000, including negatives. All written methods, including long division. Use order of operations (not indices). Identify factors, multiples &amp; primes. Solve multi-step number problems</p> <p><b>Algebra</b> Introduce simple use of unknowns.</p> <p><b>Geometry &amp; Measures</b> Confidently use a range of measures &amp; conversions. Calculate area of triangles / parallelograms. Use area &amp; volume formulas. Classify shapes by properties. Know and use angle rules. Translate &amp; reflect shapes, using all four quadrants</p> <p><b>Data</b> Use pie charts. Calculate mean averages</p> <p><b>Fractions, decimals &amp; percentages</b> Compare &amp; simplify fractions. Use equivalents to add fractions. Multiply simple fractions. Divide fractions by whole numbers. Solve problems using decimals &amp; percentages. Use written division up to 2dp. Introduce ratio &amp; proportion</p> <p><b>Geocaching</b></p>				
Science	<p><b>What would a journey through your body look like?</b></p> <ul style="list-style-type: none"> <li>-Animals including humans</li> <li>-Circulatory system</li> <li>-Diet, exercise and drugs</li> </ul>	<p><b>Could you be the next Nintendo apprentice?</b></p> <ul style="list-style-type: none"> <li>-Electricity</li> <li>-variations</li> <li>-symbols</li> </ul>	<p><b>Have we always looked like this?</b></p> <ul style="list-style-type: none"> <li>-Evolution and inheritance</li> <li>-Fossils</li> <li>-offspring</li> <li>-adaptations</li> </ul>	<p><b>How can you light up your life?</b></p> <ul style="list-style-type: none"> <li>-Light</li> <li>-shadows</li> </ul>	<p><b>Could Spiderman really exist?</b></p> <ul style="list-style-type: none"> <li>-Living things and their habitat</li> <li>Classification through characteristics</li> </ul> <p><b>Use of grounds to explore habitats</b></p>	
<b>Working Scientifically – on going across the year</b>						
Computing	<p>Higher Scratch activities</p> <p>Lego we do kits –</p> <p>Purple Mash - 3D game – app</p> <p>Pupils begin to understand how data passes around the internet</p> <p>Prezi – present to an audience – <b>slavery</b></p> <p>Photoshop – <b>Henry Moore</b> art</p>	<p>Light Bot/Cargo bot –ipad app</p> <p>Using Microbits</p> <p>IMOVIE – add stills of photos of <b>evolution</b> and voice over – tell the story of evolution</p> <p>Spreadsheet of <b>water</b> use</p>	<p>Kodu</p> <p>Make your own <b>Viking</b> Quest - using hyperlinks / hotspots - interactive story</p>			
<b>E-Safety- on going across the year</b>						

History	Why should the world be ashamed of slavery? -A study of and aspect of British history that extends pupils knowledge beyond 1066 <i>Article 32 (Child Labour)</i> <i>Article 35 (Abduction and trafficking)</i> <i>Article 12 (Respect views of the child)</i>				Were the Vikings always victorious and vicious? -Viking Raids -Edward the Confessor  Reconstruct Viking raids using adventure forest		
	Geographical skills and fieldwork – on going across the year						
Geography			Will you ever see the water you drink again? -Water Cycle -Why is water a major necessity? -How does rainwater form?  Use water channel in forest			I'm a Year 6 pupil, can you get me out of here? -8 point of a compass -4 figure grid reference -OS maps -wider world -Local fieldwork  OAA games Geocaching	
D.T.		Could you be the next Nintendo apprentice?  <i>Electrical and mechanical materials</i>			Were the Vikings always victorious and vicious?  <i>Stiff and flexible sheet material</i> -Design and make a longboat  Use water channel to race longboats		
Art and Design	Why should the world be ashamed of slavery?  3D -Henry Moore -Clay figures -Poseable figures		Have we always looked like this?  <i>Drawing</i> -Detailed observational drawing Scaled up drawings -Enlarging		Were the Vikings always victorious and vicious?  <i>Textiles/Print</i> -Design and print a longboat sail		
Create sketchbooks to record observations							
Music	Not linked to terms – to be taught throughout the year linked to Building Blocks and Strands of Learning. DMS wider opportunities – Autumn 2						
	Pulse Change tempo accurately in an ensemble and solo.	Rhythm Off-beat and syncopated rhythms: <i>3 time signatures</i> <i>3 tempos</i>	Melody (and notation) Perform and compose using 8 pitched notes.	Active Listening Key features of music: <i>Tempo</i> <i>Metre</i> <i>Instrumentation</i> <i>Melody</i>	Composing and Improvising Extended pieces up to 8 notes using variety of: <i>Rhythm</i> <i>Tempo</i> <i>Time signature</i>	Performing Confidently and individually as a group and solo	Singing Respond to performance direction
MFL	Here we go!		We can do it!		Have you visited Madrid?		

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	Children will be planning a European Languages day with staff to introduce Spanish to the children in the other classes.		Looking at Spanish schools and how children learn. Time allocated to songs and PE in Spanish to allow for booster lessons.	Children to plan, pack and design their own trip to Madrid using a given budget of £500. *How will they get there? *Where will they fly from? *Where will they stay?		
<b>P.E.</b>	<b>Games</b> Wide attack  <b>Dance</b> Making the grade	<b>Games</b> Grid/tag rugby  <b>Gymnastics</b> Group Dynamics  <b>OAA</b> Residential	<b>Gymnastics</b> Assessing Level 4/5 Unit 6 Tasks 1 and 2	<b>Games</b> Zone Rounder	<b>Cricket</b>	<b>Athletics</b> Distance Challenge  <b>Swimming</b>
<b>R.E.</b>	<b>What is prayer and meditation?</b> -Why do people use ritual in their lives? Article 20: you must be looked after by people who respect your religion, traditions and language  Article 13 (Freedom of expression)  Article 24 (Health and Health care)	<b>What do the gospels tell us of the birth of Jesus?</b> -Understand why different parts of the Christmas story are told in Matthew's and Luke's Gospels	<b>How did it all start?</b> -What is religion? -What concepts do religions have in common?  Article 14: You have the right to choose your own beliefs.	<b>Why are Good Friday and Easter the most important day for Christians?</b>  Article 30: you have the right to learn and use the traditions, religion and language of your family.	<b>How do different religions celebrate marriage?</b> -Describe and make connections between different features of religions -Discover more about celebrations, worship, pilgrimages and rituals Article 14: You have the right to choose your own beliefs.  Article 20: you must be looked after by people who respect your religion, traditions and language	<b>What do we believe in Bishop Auckland?</b> -How do diverse communities live together? -Respond thoughtfully to ideas about community  Article 30: you have the right to learn and use the traditions, religion and language of your family.