

YEAR 6 CURRICULUM MAP 2021-22

		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	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 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 & explain reading, providing reasoned justifications for views.		
Writing	Transcription	Spelling programme: 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 & etymology in spelling.		
	Composition	Writing focusing on audience, purpose and form Develop legible personal handwriting style. Plan writing to suit audience & purpose; use models of writing. Develop character & setting in narrative. Select grammar & vocabulary for effect .Use a wide range of cohesive devices. Ensure grammatical consistency <i>-Persuasion/recount/journalistic writing</i> <i>Also a wide range of other writing opportunities</i>		
	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		Number/Calculation Secure place value & rounding to 10,000,000, including negatives. All written methods, including long division. Use order of operations (not indices). Identify factors, multiples & primes. Solve multi-step number problems Algebra Introduce simple use of unknowns. Geometry & Measures Confidently use a range of measures & conversions. Calculate area of triangles / parallelograms. Use area & volume formulas. Classify shapes by properties. Know and use angle rules. Translate & reflect shapes, using all four quadrants Data Use pie charts. Calculate mean averages Fractions, decimals & percentages Compare & simplify fractions. Use equivalents to add fractions. Multiply simple fractions. Divide fractions by whole numbers. Solve problems using decimals & percentages. Use written division up to 2dp. Introduce ratio & proportion Geocaching		
Science		GSK Project Children Challenging Industry What would a journey through your body look like? -Animals including humans -Circulatory system -Diet, exercise and drugs	Could you be the next Nintendo apprentice? -Electricity -variations -symbols Have we always looked like this? -Evolution and inheritance -Fossils -offspring -adaptations	How can you light up your life? -Light -shadows Could Spiderman really exist? -Living things and their habitat Classification through characteristics Use of grounds to explore habitats
		Working Scientifically – on going across the year		
Computing		Higher Scratch activities Lego we do kits – Purple Mash - 3D game – app Pupils begin to understand how data passes around the internet Prezi – present to an audience – slavery Photoshop – Henry Moore art	Light Bot/Cargo bot –ipad app Using Microbits IMOVIE – add stills of photos of evolution and voice over – tell the story of evolution Spreadsheet of water use	Kodu Make your own Viking Quest - using hyperlinks / hotspots - interactive story
		E-Safety- on going across the year		

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 <i>Reconstruct Viking raids using adventure forest</i>		
	Project Eco school Climate conference – - climate change				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 <i>OAA games</i> <i>Geocaching</i>		
Geographical skills and fieldwork – on going across the year							
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 <i>Use water channel to race longboats</i>		
Art and Design	Why should the world be ashamed of slavery? <i>3D</i> -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						
	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	Lingo Tots programme						
P.E.	Games Wide attack	Games Grid/tag rugby	Gymnastics Assessing Level 4/5 Unit 6 Tasks 1 and 2	Games Zone Rounder	Cricket	Athletics Distance Challenge	
	Dance Making the grade	Gymnastics Group Dynamics OAA Residential				Swimming	

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<p>R.E.</p>	<p>What can we find out about a local Muslim community? Article 14: You have the right to choose your own beliefs.</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language</p> <p>Article 13 (Freedom of expression)</p> <p>What do the gospels tell us of the birth of Jesus?</p> <p>Article 14: You have the right to choose your own beliefs.</p>	<p>Why are Good Friday and Easter the most important day for Christians?</p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p>	<p>So, what do we now know about Christianity?</p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Article 14: You have the right to choose your own beliefs.</p> <p>How and why do people care for the environment?</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language</p> <p>Article 24 (Health and Health care)</p>
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