

Curriculum Map for Year 6

| Term | Autumn 1 | Autumn 2 | Spring 1 and 2 | Summer 1 | Summer 2 |
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| Topic Theme | Peasants Princes and Pestilence (14th Century England) | Revolution (Victorian Age) | Beast Creator | PSHE and British Values | Hola Mexico! (Country of Mexico) |
| WOW Theme | Robin Hood DVD | Victorian Classroom | Minibeast Hunt in Stadt Moers Park | Class Debate (British Values) | Mexican Themed Party |
| Class Novel | Outlaw by Michael Morpurgo | Street Child by Berlie Doherty | James and the Giant Peach by Roald Dahl | N/A | The Amazing Mexican Secret by Josh Greenhut and Just A Minute by Yuyi Morales |
| English | <p>The children will read and engage with the class novel and answer a range of comprehension questions based upon chapters.</p> <p>Writing will also be linked to the novel and will include:</p> <ul style="list-style-type: none"> - Descriptive paragraph (based on Sherwood Forest) - Recount (in role as character - Robin Hood) - Newspaper report (based on why Robin Hood is a wanted man) - Persuasive letter (persuading King Richard to come back home) | <p>The children will read and engage with the class novel and answer a range of comprehension questions based upon chapters.</p> <p>Writing will also be linked to the novel and will include:</p> <ul style="list-style-type: none"> - Diary entry (in role as a character – Jim Jarvis) - Balanced argument (pros and cons of warehouses) - Writing their own story ending based upon the book - Character descriptions (writing detailed descriptions of the characters in the book) | <p>The children will read and engage with the class novel and answer a range of comprehension questions based upon chapters.</p> <p>Writing will also be linked to the novel and will include:</p> <ul style="list-style-type: none"> - Non chronological report (based upon one of the insects within the book) - Fantasy story (based upon a minibeast) - Limerick poetry (writing amusing poems about insects) - Instructions (writing a revolting recipe for the centipede) - Informal letter (writing a letter in role as James to | <p>Continuing to read a range of different genres and answering comprehension questions in preparation for Year 6 SATs.</p> <p>Writing in a range of different genres, covering a range of topics/themes for our SATS writing assessment.</p> | <p>The children will read and engage with the class novel and answer a range of comprehension questions based upon chapters.</p> <p>Writing will also be linked to the novel and will include:</p> <ul style="list-style-type: none"> - Advertisement (persuading people to visit Mexico) - Non chronological report (describing what happens during the day of the dead) - Instructions (how to make tortillas) - Descriptive free verse poetry (describing the beautiful Mexican |

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| | | | his Aunts) | | landscape) |
| Maths | <p>Number and place value</p> <ul style="list-style-type: none"> - Reading and writing numbers to at least 1000,000 in numerals and words. - Recognising the place value of each digit. - Comparing and ordering numbers to at least 1000,000. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. - Round any number up to 1000,000 to the nearest 10, 100, 1000, 10000, 100 000 - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. - Solving problems involving the above. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Add and subtract whole numbers with more than 4 digits, including using formal written | <p>Fractions</p> <ul style="list-style-type: none"> - Comparing and ordering fractions, including fraction > 1. - Simplifying fractions. - Equivalent fractions. - Recognising mixed number and improper fractions. - Adding and subtracting fractions. - Multiplying and dividing fractions. - Reading and writing decimal numbers as fractions. - Rounding decimals. - Ordering decimals. - Write percentages as fractions. - Solving problems that involve all of the above. <p>Ratio and Alegbra</p> <ul style="list-style-type: none"> - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. - Solve problems involving the calculation of percentages [for example, of measures, | <p>Measurement</p> <ul style="list-style-type: none"> - Convert between different units of measure - lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml). - Measure and calculate the perimeter of shapes, including parallelograms and triangles. - Calculate the area of shapes. - Calculate the volume of shapes. - Time. - Money – including decimals. - Solving practical problems including addition, subtraction, multiplication and division involving all of the above. <p>Shape</p> <ul style="list-style-type: none"> - Identify 3D shapes from 2D drawings. - Draw 2D shapes using given dimensions and angles. - Know angles are measured in degrees – estimate and compare acute, obtuse and reflex angles. - Draw given angles and measure them in degrees. - Distinguish between | <p>Looking at answering a range of Mathematical questions in preparation for Year 6 SATs and going over any aspects that the children struggled with. Main focus on arithmetic skills and reasoning skills.</p> | <p>Maths topic based on Mexico – covering a range of different aspects to further secure the children's understanding in previous units covered. Lots of reasoning and word problems to prepare the children for secondary school.</p> |

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| | <p>methods (columnar addition and subtraction).</p> <ul style="list-style-type: none"> - Add and subtract numbers mentally with increasingly large numbers. - Use rounding to check answers to calculations and determine, in the context of a problem. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Multiplication and division</p> <ul style="list-style-type: none"> - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. - Establish whether a number up to 100 is prime and recall prime numbers up to 19. - Multiply numbers up to 4 digits by a one- or two-digit number using | <p>and such as 15% of 360] and the use of percentages for comparison.</p> <ul style="list-style-type: none"> - Solve problems involving similar shapes where the scale factor is known or can be found. - Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. - Use simple formulae. <p>Generate and describe linear number sequences.</p> <ul style="list-style-type: none"> - Express missing number problems algebraically. - Find pairs of numbers that satisfy an equation with two unknowns. - Enumerate possibilities of combinations of two variables. - Solve practical problems involving all of the above. | <p>regular and irregular polygons.</p> <ul style="list-style-type: none"> - Understand circumference, radius and diameter. - Identify, describe and represent the position of a shape following a reflection or translation. - Describe positions on the full coordinate grid (all four quadrants). - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. - Solving practical problems involving all of the above. <p>Data handling</p> <ul style="list-style-type: none"> - Interpreting and presenting data including bar charts, pictograms, line graphs, pie charts and timetables. - Calculate and interpret mean as an average. - Using and applying what we have learned in practical contexts. | | |
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| | <p>a formal written method, including long multiplication for two digit numbers.</p> <ul style="list-style-type: none"> - Multiply and divide numbers mentally drawing upon known facts. - Divide numbers up to 4 digits by a two-digit number using the formal written method of short division and long division and interpret remainders appropriately for the context. - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. - Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). - Solving problems involving above. | | | | |
| Science | <p>Animals including humans</p> <ul style="list-style-type: none"> - How do humans grow up? - What changes do we go through? - How do we compare to animals? | <p>Properties and changes of materials</p> <ul style="list-style-type: none"> - Are some rocks harder than others? - How can magnets be used to group materials? - What magnets will let electricity flow? - What is the best heat insulator to use? | <p>Earth and Space</p> <ul style="list-style-type: none"> - What is the solar system? How does the Earth move? - How does the moon move? - What causes day and night? - Is the Earth flat or spherical? | <p>Covering a range of Scientific questions in preparation for Year 6 SATs.</p> | <p>Forces</p> <ul style="list-style-type: none"> - What was Sir Isaac Newton's big idea? - What is weight? - What effect can drag forces have? - What causes friction? - What can levers and gears do? |

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| | | <ul style="list-style-type: none"> - What makes a material useful? - Can some changes be reversed? - What changes are irreversible? - What changes can sieves and filter papers reverse? - How well does sugar dissolve? - How can you get sugar back once it has dissolved? - Can mixing materials change them? - What new materials have chemists made? | <p>Lifecycles of animals and plants</p> <ul style="list-style-type: none"> - How do flowers make seeds? - Do all plants reproduce in the same way? - How do animals reproduce? - How do the lifecycles of different animals vary? | | |
| RE | <p>Life as a Journey</p> <p>The children will be given an opportunity to ponder on the thought that life is a journey and what it means to make that journey as a Christian. They will begin to understand the concept of undertaking a religious pilgrimage.</p> | <p>Christmas – Advent</p> <p>The children will delve deeper into the themes of the season of Advent.</p> | <p>Eucharist</p> <p>This unit will enable pupils to develop a greater understanding of the Eucharist and the deeper meaning of the symbolism and reasons for the celebration.</p> <p>Easter – Who was Jesus?</p> <p>This unit will allow the children the opportunity to stand back and consider: ‘Who was Jesus?’ ‘Who is Jesus?’ from their own point of view and view of others in the past and today.</p> | <p>Ascension and Pentecost</p> <p>The children will learn about why Ascension and Pentecost are so important and what the impact of these events is then and now. They will also learn about what Christians believe about the nature and character of the Holy Spirit.</p> | <p>Hinduism (another religion)</p> <p>The children will learn about the Hinduism religion and their different beliefs and festivals.</p> |

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| <p>Computing</p> | <p>Catch the rat! The children will create a mini game using Scratch. They will create a medieval background and create an animated rat. The idea of the game will be to click on the rat to make it disappear and score points for every rat they manage to successfully click on and earn points as they do so.</p> | <p>Animated presentation The children will focus on an area of the Victorian period – workhouses, rich/poor, schools, Queen Victoria etc. They will produce an animated PowerPoint to summarise their learning in this area. They will add animations (pictures, as well as moving words), slide transitions and sounds. They will use their own knowledge gained from Topic lessons (their Topic books and non fiction books) or use the Internet for further research.</p> | <p>Fantasy writers The children will use book creator to type up their fantasy stories that they wrote in their Literacy lessons. Once their book is complete, they can add pictures and change the font/colour of their writing as well.</p> | <p>Racing game The children will develop their skills in Scratch and create a racing game, using codes to program cars to race around a track and score points for every lap. Once their game is complete, they will play their games with their friends and test them out and evaluate them.</p> | <p>Travel brochures The children will create a travel brochure all about Mexico. They will use mapping technology, such as Google Earth to explore Mexico from above. They will look at urban areas, deserts and mountains. They will capture images from Street View and use simple language to describe key features of the landmarks. They will look at interesting places to visit in Mexico, climate, population etc in order to produce their travel brochures. They will create these brochures using MS Word.</p> |
| <p>History</p> | <p>14th Century England We will learn what life was like in Medieval England and cover aspects such as: - - Producing timelines of key events - The Black Death - The Flagellants - Social classes - Knights.</p> | <p>Victorian Era The children will learn what life was like in the Victorian period and cover aspects such as: - Producing timelines of key events - Queen Victoria - Social classes/jobs - Workhouses - Victorian School - Victorian Christmas.</p> | <p>Evolution The children will study how certain minibeasts have developed and adapted over time.</p> | <p>British Values We will cover a range of themes in our British value lessons, covering a variety of aspects, linking the past to the present.</p> | <p>Ancient Maya civilization We will learn about a non-Europe society that provides contrasts with British history.</p> |

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| Geography | 14th Century England - Looking at countries affected by the Black Death and using atlases/maps to locate them. | Victorian Era - Looking at places the Victorians went on holiday and comparing them to now - Cities and transport in Victorian times, using maps. | Local field work - Carrying out a minibeast hunt - Contrasting locations and habitats of minibeasts - Mapping locations of minibeasts. | British Values We will cover a range of themes in our British value lessons and learn about the beliefs of different countries/communities and how we need to show respect to everyone. | Mexico - Learning about the country of Mexico - Locating places within Mexico on a map - Physical and human characteristics of Mexico - Comparing and contrasting the U.K to Mexico |
| Art | Creating medieval designs The children will use printing blocks on polystyrene to print medieval designs and patterns. | Portraits The children will look at artists of the Victorian period and use sketching pencils to create portraits of Queen Victoria. | Painting The children will produce detailed drawings of minibeasts and paint them using watercolours. | College As apart of our PSHE unit, we will be making colleges of our friends using a variety of materials. | Sculpture The children will use clay to make a 'Day of the Dead' skull. In a later lesson, it will be painted with a range of beautiful patterns and bright colours. |
| Design Technology | Following a Medieval recipe The children will follow a medieval recipe and learn how to make jam tarts. | Sewing The children will sew a sampler, using different coloured threads and trying out different stitches. | 3D Model Making The children will design, make and evaluate a minibeast hotel, using a range of materials. | Picture Frames Using wood, glue guns and saws, the children will make their own picture frames to go around their colleges. | Mexican Food The children will make their own chocolate and experiment with taste and texture by adding different ingredients, such as: orange zest, white chocolate buttons or chili! |
| Music | Dance of Death The children will listen to and discuss the meaning behind the song, 'The Dance of Death.' The children will select their own instruments to produce | Victorian Parlour Evening Songs The children will listen to different Victorian parlour evening songs and sing along. They will discuss what instruments they can | Fantasy Music The children will listen to a range of fantasy pieces and discuss how the piece makes them feel about the fantasy land – dangerous or pleasant? Working in groups, the | Leavers' Songs Practicing and singing different songs for their Leavers' Service. | Mexican Music/Musical Notation The children will listen carefully to 'El Jarabe Tapatio' and identify all of the different instruments that they hear. They will learn a |

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| | their own sad melody in pairs/groups. | hear and what moods the different pieces create. | children will select an instrument each, such as glockenspiels, triangles etc and produce a piece of music that represents them entering their fantasy land. They will then perform their pieces. | | traditional Mexican song such as the, 'La Curarcha' using Spanish lyrics where possible. The children will also listen to different examples of Maya music and compare the different pieces – how it makes them feel, what they picture, the sounds/instruments that they can hear. |
| PE | <p>Hockey In medieval times hurling was played (a form of hockey). They children will learn how to play the game of hockey.</p> | <p>Dance The children will learn some dance moves from the Victorian era.</p> | <p>Gymnastics The children will learn a variety of different movements and compile their own sequences, possibly linked to the movement of insects.</p> <p>Tennis The children will learn how to accurately hit a ball with a bat and compete in games of tennis.</p> | <p>Athletics The children will learn lots of different running styles within this unit.</p> | <p>Basketball In Mexico, a popular sport is basketball. The children will learn how to play a game of basketball.</p> |
| Languages (Spanish) | <p>Ourselves, counting, colours and pets</p> <ul style="list-style-type: none"> - Revisiting simple sentences about ourselves/greetings (hello, goodbye, our name, pets we have and age in full sentences). - Reading and writing pet names. - Reading and writing | <p>Feelings, instructions, where we live and counting</p> <ul style="list-style-type: none"> - Reading and writing numbers to one hundred. - Saying how we feel (happy, sad, excited etc in full sentences). - Understanding and saying different instructions (sit down, | <p>Days, months, pets and part of the body</p> <ul style="list-style-type: none"> - Reading and writing days of the week. - Reading and writing months of the year. - Reading and writing pet names and describing them. - Reading and writing parts of the body and using them to form | <p>Counting, countries and weather</p> <ul style="list-style-type: none"> - Reading, counting and writing numbers to 500. - Reading and writing countries and learning the associated flags – saying their colours. - Learning weather types (sunny, raining, snowing etc and | <p>Counting, Mexico and recapping all previous aspects taught</p> <ul style="list-style-type: none"> - Reading, counting and writing numbers to 1,000. - Answering questions verbally and in writing about all aspects taught – including pets, colours, ourselves and answering |

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| | colours and using them to describe aspects, such as pet colour. - Counting, reading and writing numbers to fifty. | stand up, listen, watch etc in full sentences). - Saying where we live and describing our local area in full sentences. | sentences such as, "I have a sore head." | forming sentences). - Reading and writing sentences about our name, age, where we live and how we are feeling. | mathematical questions. (Links to our Mexican Topic too) |
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