Park House Primary School

Curriculum Map for Year 6

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|  | Autumn Term | | Spring Term | | Summer Term | |
|  | Why does population change? (Geography) | How are The Maya different to the Anglo – Saxons? | Where are The Galapagos islands? | How is blood pumped around the body? | Why do we remember the Battle of Britain? | What was it like living in a city compared to Lower Pilsley during the War? |
| Writing | Write Stuff - Paperman (narrative)  Independent writes:  Greta by Greta Thunberg (Persuasive writing - speech) | Write stuff - The Graveyard Book ( by Neil Gaiman).  Independent writes:  Day of the Dead (Literacy Shed)  Day of the Dead (non-chronological report). | Write stuff - Moth – narrative poem  Write Stuff - The Origin of Species by Sabina Radeva (non- chronological report).  Independent writes:  Non-chronological reports – Galapagos animals.  Diary writing (A Day on The Galapagos). | Write Stuff - Tyger by SF Said  Alma (Literacy Shed).  Independent writes: Information text – circulatory system (linked to Science)  Recipes: – Healthy foods | Write stuff - Letters From The Lighthouse- non-fiction recount – The Blitz by Emma Carroll  The Arrival  Machine Gunners  Information text/newspaper report: on Battle of Britain | Write stuff – Pet peeves Blog – Have your say.  Independent writes:  letters from Evacuees  Newspaper report – World 2 in Pilsley |
| Reading | The Boy at the Back of the Class (class book)  Wonder - extracts (fiction)  The Great Wall of China (non-fiction)  Eid (non-fiction)  Queen Victoria diary extract (non-fiction) | The Explorer (class book)  Rainplayer (fiction)  Rain in Summer and Rain in Winter (poetry)  Day of the Dead (non-fiction text)  It’s Electrifying (non-fiction) | Darwin’s Dragons (class book)  Moth (narrative poem)  Darwin’s Dairy extracts  Diary entry Scientists visit to The Galapagos.  Evolution (non-fiction)  Giants (poem) | Pig Heart Boy (fiction)  Treasure Island (Robert Louis Stevenson)  Octopus (non-fiction Information text). | Letters from the Lighthouse (fiction).  Anne Frank diary extracts.  Goodnight Mr Tom (extracts) | The Lion above the Door (fiction)  Rose Blanche (picture book)  My Secret War Diary |
| Grammar Punctuation and Spelling | Word classes.  Clauses (to include complex sentences)  Y3 and 4 word list revision | Word classes  Complex sentences. Clauses. More complex Punctuation for parenthesis. Homophones.  Cohesive devices – adverbials, ellipsis, layout devices.  cial / tial – after a consonant letter plus exceptions.  Words containing the letter string – ough. | Active and passive verbs (subject and object). The subjunctive form.  Verb tenses.  Using semi-colons and colons.  Punctuation for parenthesis.  Y5 and 6 word list  The use of hyphens.  Subjunctive forms.  Cohesive devices – adverbials, ellipsis, layout devices. hyphen,  Words ending in ant, ance, ancy, ent, ence and ency.  Hyphenated words. | Ellipsis, colons, semi colons, bullet points.  Revision of word classes. Using correct punctuation. Active and passive verbs.  Cohesive devices – adverbials, ellipsis, layout devices.  Words – able, ible, ably and ibly.  Adding suffixes beginning with vowel letters ending in fer. | Words with silent letters – doubt, island, lamb, solemn, thistle and knight. | Consolidation for secondary school. |
| Mathematics | Number - number and place value.  Number – addition, subtraction, multiplication and division | Fractions - use common factors to simplify fractions; use common multiples to express fractions in the same denomination  compare and order fractions, including fractions >1  add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions  multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8 ]  divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6 ]. Measurement  Pupils should be taught to: solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate  use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places  convert between miles and kilometres. | Ratio and Proportion  Algebra  Decimals - identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places  multiply one-digit numbers with up to 2 decimal places by whole numbers  use written division methods in cases where the answer has up to 2 decimal places  solve problems which require answers to be rounded to specified degrees of accuracy. | Fractions, decimals and percentages  associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8 ]  recall and use equivalences between simple fractions, decimals and percentages, including in different contexts  recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | Measurement  recognise that shapes with the same areas can have different perimeters and vice versa  recognise when it is possible to use formulae for area and volume of shapes  calculate the area of parallelograms and triangles  calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].  Statistics:  Geometry/ Property of shape  Position and Direction | Themed projects, consolidation and Problem Solving. |
| SEE: [National curriculum in England: mathematics programmes of study - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#year-6-programme-of-study) | | | | | |
| Science | Light – recognise that light appears to travel in straight lines and use this idea to explain how objects are seen.  Explain how light travels from light sources to our eyes and how this allows us to see objects.  Explain why shadows have the same shape as the object that cast them. | Electricity – Associate the brightness of a lamp or the 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. | Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of year ago.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  (Pupils find out about the work of Palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution).Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. | Circulatory system  Identify and name the main parts of the human 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 bodies function.  Describe the ways in which nutrients and water are transported within animals including humans. | Living Things and their Habitats – Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Including micro organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics. | |
| Geography | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| History | Consider why population and population distribution has changed over time. | A study of a non-European society that provides contrasts with British history –Mayan civilization c. AD 900.  Britain’s settlement by Anglo-Saxons and Scots  Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture (revisited from Y4) |  |  | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – including a significant turning point in British history - the Battle of Britain | a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). |
| Art | Artist: Swiss sculptor and painter. Alberto Giacometti.  Pupils recreate figures out of pipe cleaners and then out of wire and papier mache to create sculptures. |  | Darwin sketches  Observational drawings – creating texture using shade and tone. | Clay hearts? | Great architects in time. London architecture linked to Battle of Britain.  Artist: Gaudi | The Blitz Artwork (display). |
| Physical Education | 5/60  Invasion games | Netball  Dance - Electricity | Dance  Racket sports – Badminton (check Y5) | Gymnastics  5/60 | Striking and fielding – Baseball  Circuit Training/ stations. | Tennis  Athletics |
| Computing | Computing systems and networks. Communication and collaboration. | Creating Media- web page creation. | Data and information. Introduction to spreadsheets. | Programming A- Variables in games | Creating media. 3D modelling | Programming B – Sensing movement. |
| Religious Education | U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? (Christian, Muslim, Hindus) | U2.1 Why do some people think God exists? (Christian, non-religious) |  | U2.7 What matters most to Christians and Humanists? | U2.3 What do religions say to us when life gets hard? Christian, Hindu, Non-religious responses |  |
| PSHE | Being Me | Celebrating differences | Goals and Dreams | Healthy Me | Relationships | Changing Me |
| Music | Performing and arranging project.  Partner songs  Staff notation | Play and perform in solo and ensemble contexts using voices and musical instruments. | Performing, improvising and composing music for a range of purposes using the interrelated dimensions of music. | Grid scores, graphic notation. | Play and perform in solo and ensemble contexts using voices and musical instruments. | |
| French | A l’’ecole | La nourriture | En Ville | En Vacances |  |  |
| Trips/ Events | Geography field work.  Residential | Maya archaeologist  RE visitors to answer big question | Natural History Museum workshop  Theatre trip to see class book | Visitor – Science teacher – Heart dissection | Eden Camp | Orienteering – local area (map reading skills) |