

# Subject Curriculum Map Y6

	Autumn	Spring	Summer
<b>Literacy</b>	<p><i>The Explorer</i></p> <p><b>Diary Entry:</b> Plan and write a diary entry focussing on setting description. Use expanded noun phrases to describe settings and atmosphere concisely. Ensure correct use of commas to clarify meaning or avoid ambiguity in writing.</p> <p><b>Balanced Argument:</b> Plan and write a balanced argument (deforestation?) Use of relative clauses, modal verbs and a consistent formal tone throughout. Ensure use of paragraphs with clear introduction and conclusion (switching to first person in conclusion to share own opinion).</p> <p><i>Francis (Film Unit)</i></p> <p><b>Suspense Story:</b> Write a structured story focussing on tension and mood. Choose ambitious vocabulary and sentence structure to engage the reader and evoke mood and atmosphere.</p> <p><b>Newspaper Report:</b> Write a newspaper report based on what happened during the family camping trip.</p> <p>National Poetry Day – Whole School (Poetry Shed – The Lost Words)</p>	<p><i>Street Child</i></p> <p><b>Historical Story:</b> Plan and write a narrative about what happened after Jim escapes from the workhouse. Use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis. Use dialogue to convey character and advance action.</p> <p><b>Information Text:</b> Victorians Based. Use a variety of techniques to engage reader (rhetorical questions). Use a range of sentence structures and phrases to construct sentences in different ways e.g. position of clauses.</p> <p><i>Journey to Jo'burg</i></p> <p><b>Tale of Empathy:</b> Plan and write a narrative from the main character's perspective. Use emotive language to present mood. Use of brackets, dashes or commas to indicate parenthesis.</p> <p><b>Formal Letter:</b> Letter informing others about the apartheid. Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials, pronouns and synonyms)</p> <p>Free Verse (Year 5 Poetry Shed)</p> <p>Figurative Language (Year 5 Poetry Shed)</p>	<p><i>War Horse</i></p> <p><b>Flashbacks:</b> Create and plan non-linear flashbacks. Use non-linear structure of the piece to show changes in mood and atmosphere.</p> <p><b>Persuasive Writing:</b> Write a persuasive advert recruiting for the war. Write a persuasive advert using appropriate levels of formality and tone with persuasive language used throughout.</p> <p>Narrative Poetry (Year 5 Poetry Shed)</p> <p>Whole School – Performance Poetry (Poetry Shed – The Environment)</p>
<b>Numeracy</b>	<p>Place Value (2wks) Four Operations (5 wks) Fractions (4 weeks) Position and Direction (1wk)</p>	<p>Decimals (2wks) Percentages (2wks) Algebra (2wks) Converting Units (1wk) Perimeter, Area and Volume (2 wks) Ratio (2wks) Statistics (1wk)</p>	<p>Properties of shape (3wks)  Investigations and consolidation</p>
<b>Science</b>	<p>Animals and Humans (Y5) Evolution and Inheritance (Y6)</p>	<p>Earth and Space (Y5)</p>	<p>Animals including humans (Y6) Living things &amp; their habitats (Y5&amp;6)</p>
<b>Computing</b>	<p><b>Computational Thinking</b> <i>D.A.R.E.S – MrPICT.com/Barefoot Computing (Y5/6)</i></p> <p><b>Self-Image and Identity</b></p> <p><b>Programming</b> <i>D.A.R.E.S – Coding with Tinkercad (Y5)</i></p> <p><b>Online reputation</b></p>	<p><b>Word/processing/Typing</b> <i>Linked to curriculum (Y5/6)</i></p> <p><b>Safer Internet day work</b></p> <p><b>Animation</b> <i>D.A.R.E.S – Animated scene (Y5)</i></p> <p><b>Managing Online Information</b></p>	<p><b>Augmented Reality and Virtual reality</b> <i>D.A.R.E.S – Interactive AR Scene (Y6)</i></p> <p><b>Privacy and Security</b></p> <p><b>Data Handling</b> <i>D.A.R.E.S – Google sheets (Y5)</i></p>



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<b>History</b>	<b>A contrasting European society</b>  <b>Who was making history in faraway places in the year 1000? Eg )Mayan, Benin</b> <i>NC Ref: non- European society</i>	<b>Aspect or theme since 1066</b>  <b>Has life got better for children in Britain? Or Significant turning point in history.</b> <i>NC Ref: Aspect or theme since 1066 (Changing life for children) or first railway or Battle of Britain</i>	<b>Local History</b>  <b>Local study</b> <i>NC Ref: Local History unit – WW1 war memorials</i>
<b>Geography</b>	<b>Raging Rivers</b>	<b>Amazing Americas Comparative study – North/ South America</b>	<b>Marvellous Maps- Fieldwork</b>
<b>Art</b>  <b>DT</b>	<b>3D work</b> e.g. Mayan/ carnival mask making  <b>Food</b> Making Chocolate	<b>Artist Focus</b> L.S. Lowry  <b>Textiles</b> Tie Dye – African designs	<b>Stage set design</b> Linked to End of Year performance. Include poster design/ticketing etc.  <b>Mechanisms</b> Pulleys and Gears - Cranes
<b>PE</b>	Invasion game (EG Grid rugby) Invasion game (EG Fives and threes netball) Dance (EG Indian delight) Aerobatic gymnastics	Dance (EG What’s so funny?) Gymnastics (Using apparatus) Multi- skills (EG SAQ) Games activity (EG Runners cricket)	Games activity (EG What a racket- tennis) OAA (EG Where am I?) Athletics (EG Distance challenge) Games activity (EG rounders)
<b>RE</b>	<b>Family- LOVING</b> - God who never stops loving <b>Other religions- Judaism</b> - Rosh Hashanah, Yom Kippur <b>Belonging- VOCATION AND COMMITMENT</b> - The vocation of priesthood and religious life <b>Advent/ Christmas- EXPECTATIONS</b> - Jesus born to show God to the world	<b>Community- SOURCES</b> - The Bible, the special book for the Church <b>Other religions- Islam</b> - Guidance for Muslims <b>Relating- UNITY</b> - Eucharist enabling people to live in communion <b>Lent/ Easter- DEATH &amp; NEW LIFE</b> - Celebrating Jesus’ death and resurrection	<b>Serving- WITNESSES</b> - The Holy Spirit enables people to become witnesses <b>Inter-relating- HEALING</b> - Sacrament of the Sick <b>World- COMMON GOOD</b> - Work of the worldwide Christian family