

YEAR 6 CURRICULUM MAP

		Autumn		Spring		Summer	
Books		Holes	Skellig	Letters from a lighthouse	Anne Frank's diary	The Giant's necklace	The Arrival
Author of the Term		Louis Sacher		Michael Morpurgo		Shaun Tan	
Enhancements		Mayans	Crime & punishment	Life in Britain 1930-1945		Fair Trade	Rainforests
Reading	Word reading	NC Appendix 1 (NC p 43)					
	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 (NC p 43)					
Writing	Transcription	Spelling programme (NC Appendix 1)					
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)					
	VGP	NC Appendix 2					
Speaking and Listening		12 Statutory statements (NC p 17)					
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics					
Science		Light: Let it shine		All Living Things: Classifying Critters		Evolution & Inheritance: We're evolving	
		Electricity: Electrifying		Animals Including Humans: Staying Alive		Working scientifically: Dinosaur Hunters	
		Working Scientifically – on going across the year					
Computing		Computing systems and Networks: Bletchley Park- Discover the history and learn about code breaking and password hacking. Demonstrate digital literacy skills by creating presentations		Data Handling Bit data 1- Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the use of RFID		Data handling: Big data 2- Further developing understanding of how networks and the Internet are able to share information. Learning how big data can be used to design smart buildings	
		Programming : Intro to Python- Using the programming language 'Python' to create designs and art. Learning how to create loops and nested loops to make their code more efficient.		Creating media: History of computers- Writing, recording and editing radio play set during WW2, learning about how computers have evolved		Skills showcase: Inventing a product- pupils evaluate, adapt and debug code to make it suitable for their needs and design products in CAD	
		Online Safety – on going across the year					
Geography		History focus		Where has my food come from? Origins of key foods. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment.		Fantastic Forests – Why are they so important? Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America.	
						Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus	
		Geographical skills and fieldwork – on going across the year					

History	<p>Who was making history in faraway places in the year 1000? Mayans. NC ref: non-European society that provides contrast to British history Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources,</p> <p>Crime and punishment</p>	<p>What's in a name? NC Ref: Local History unit – WW1 war memorials Focus: Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p>	Geography focus
D.T.	<p>Digital World Navigation – Design and programme a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software</p>	<p>Cooking and Nutrition – Creating healthy meal on WW2 rations.</p>	<p>Food: Fair Trade</p> <p>Textiles: Waistcoats Learn how to measure, cut and assemble fabric to make a waistcoat according to a design criteria</p>
Art and Design	<p>Art & Design Skills 1.Painting: Impressionism Investigating great impressionists paintings 2.Drawing: Zentangle Patterns Using drawing for relaxation 3.Craft: Zentangle Printing Creating repeating patterns using their zentangle designs 4.Design: Making a Hat 5.Learning About...the work of Edward Hopper SMSC Articulating thoughts and feelings orally</p>	<p>Make My Voice Heard Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry</p> <p>Photography Creating fun and inspirational art using photography, photomontage and drawing methods</p>	<p>Still Life (Example theme: Memory Box) Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p>
	Create sketchbooks to record observations		
Music (Durham Music Online)	I'll be There Classroom Jazz 2	New Year Carol Happy	You've Got a Friend Reflect, Rewind & Replay
	<p>Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus:</p> <ul style="list-style-type: none"> • Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition • Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus 		
MFL	Core units review Writing	Core Units Review Hobbies	Core Units Review Seasons
	Reading out loud, Listening & Speaking from memory (Core units review with writing)		

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P.E.	Games – BASKETBALL Pass, control, dribble and shoot with accuracy and fluency while on the move Make decisions quickly Understand the transference of skills from one type of game to another and apply Challenge and encourage each other to perform to the best of their ability	Gymnastics – Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting or moving apart/together, matching/mirroring, contrasting shape, speed, level or timing. Perform for others (assessed)	Games – RUGBY Demonstrate the perseverance to improve Reflect on own and others' performance to help improve personal and team skills and performance Select different positions in the team based on strengths of players
	Dance – Create a performance piece/mini showcase from a stimuli ensuring dance phrases including a range of technical and expressive skills and build on learning from Year 5	Athletics – Mini Olympics planned and carried out by children to test running, throwing and jumping skills	SWIMMING OAA – Draw on maps and follow Use 8-point compass points to orientate Implement and refine strategies to solve problems Evaluate and improve on performance
R.E.	What can we learn about religious diversity in our area? What can we find out about a local Muslim community? What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment? Why are Good Friday & Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		
R.S.E./ PSHE	How can I keep myself safe? How do I ask for help/ advice?	How does advertising try to persuade me to do/ buy/ think something? What are drugs?	Careers Puberty