

## YEAR 6 Curriculum Map (2021/2022)

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE</b>	<p><b>Being Me In My World</b> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcomed and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p><b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion / exclusion Differences as conflict, difference as celebration Empathy</p>	<p><b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p><b>Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p><b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p><b>Changing Me</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends / girlfriends Sexting Transition</p>
<b>Communicating Effectively</b>	<p><b>Listening and responding appropriately</b> - Understand the key points made by a member of speakers and to compare different points of view. Appreciate sarcasm when it is obvious.</p> <p><b>Ask relevant questions to extend understanding and knowledge</b> - Understand and use different types of questions: open, closed, rhetorical. Identify clearly when they haven’t understood and be specific about what additional information they need.</p> <p><b>Use relevant strategies to build vocabulary</b> - Use ‘academic’ vocabulary (Tier 2 words - co-operate, analyse) but the meaning might not be accurate.</p> <p><b>Articulate and justify answers, arguments and opinions</b> - Able to use language to negotiate with others, to explain options available and to predict possible outcomes.</p> <p><b>Give well structured descriptions, explanations, and narratives for different purposes (including expressing feelings)</b> - Tell elaborate entertaining stories which are full of detailed descriptions. Use long and complex sentence structures in class and other situations.</p> <p><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b> - Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others.</p> <p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b> - Use inference, reasoning and prediction skills. Able to negotiate an agreement explaining other options and possible outcomes</p> <p><b>Speak audibly and fluently with an increasing command of standard English</b> - Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy. Secure phonological awareness skills.</p> <p><b>Participate in discussions, presentations, performances, role play, improvisations and debates</b> - Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. Able to present a point of view by presenting evidence and using persuasive language with academic terms.</p> <p><b>Gain, maintain and monitor the interest of the listener(s)</b> - Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. Sophisticated use of questions to help conversations flow.</p> <p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others</b> - Able to reflect on several people’s opinions or suggestions and summarise or suggest a compromise.</p> <p><b>Select and use appropriate registers for effective communication</b> - Able to re-phrase what they want to say according to the audience.</p>					
<b>English - Reading - Fiction</b>	<p><b>Rose Blanche - Ian McEwan (3 weeks)</b> - The realistic images and beautifully written story give a wealth of information in this engaging historical fiction book.</p> <p><b>The Snow Goose - Paul Gallico (5 weeks)</b> - Simply written, this novella, published in 1941, provides an insight into the historical and cultural context at the time it was written. The</p>	<p><b>Empire’s End - Leila Rasheed (6 weeks)</b> - This story is set during the time of the first Black Roman Emperor, Septimus Severus. At this time, the Roman Empire was at its most diverse with many citizens with ancestry connecting them to Greece, Syria, Lebanon, and other places in the Eastern Mediterranean and the Middle East. This story of historical fiction tells us of a young girl’s</p>	<p><b>The Story of Antigone - Ali Smith (4 weeks)</b> - Ali Smith’s retelling of the Antigone story is told through the eyes of Crow. It is a dry, cynical point of view which offers lots of opportunities for discussion. The addition of the Dog character and the conversation between the two animal onlookers along with the Greek chorus provides a commentary which provokes readers to</p>	<p><b>New and Collected Poems - Carol Ann Duffy (6 weeks)</b> - Carol Ann Duffy is a modern poet and former Poet Laureate with so much to say to children and adults. This collection distills her recurring themes in a friendly and child focussed way, making it an excellent introduction for a class study.</p>	<p><b>Story Like the Wind - Gill Lewis (5 weeks)</b> - <i>A Story Like the Wind</i> is a compelling story about a human tragedy that affects many people living in different parts of the world and has affected many lives in the past. It deals with the effects of conflict on the lives of ordinary people and explores the motivation for refugees to travel great distances, often putting their lives in danger. The deceptively</p>	<p><b>Booked - Kwame Alexander (5 weeks)</b> - Kwame Alexander describes his award-winning YA books, including <i>Booked</i>, <i>Rebound</i> and <i>The Crossover</i> – as being “ultimately not about sports – they are about life”. His punchy writing captures the vernacular and culture of older children and young teens, and his stories reflect the magical mundaneness of growing up in today’s society. <i>Booked</i> is a fusion</p>

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	<p>writing is evocative, providing a vivid sense of place. Dialogue is sparse, and a lot passes between the characters that is left unsaid. This leaves readers to infer thoughts, feelings and motivations from the character's actions. On one level the story is about a man and young girl rescuing a goose and nurturing it back to health, but the secondary narrative about the Dunkirk rescue offers the opportunity for a deeper response through the connections and parallels it makes with the primary narrative.</p>	<p>traumatic journey from Leptis Magna in Libya to Rome and finally to Britain. We learn about the role of women, the power struggles of the Emperors and how slavery was used to build this Empire. The book is one of a series that reflect the authentic unsung stories of the past. It is a gripping read as well as a fantastic starting point to explore an untold perspective on this period. The themes that are tackled in this book are challenging and have for too long been avoided in the classroom. Discussing these themes through literature is the perfect opportunity to help children to understand the impact of prejudice, sexism, privilege and how these attitudes are unfortunately not confined to history; they still affect all of us every day, and it is up to us to challenge them not accept them.</p>	<p>question and to challenge. The dialogue is modern and colloquial which seemingly underlines the relevance of the story to a modern reader. Laura Paoletti's illustrations are sophisticated, subdued and reflective. A meaty text in spite of the low page count make this a great introduction to Greek classics for upper junior readers.</p>		<p>simple text is lyrical and elevates the plight about the individual to the universal. A story within the story is an allegorical representation of the main narrative. Jo Weaver's illustrations are sublime and evoke empathy. <i>A Story Like the Wind</i> is a profound and appropriately challenging text for year 6. It is also a short text, which makes it ideal for re-reading to develop a depth of response.</p> <p><b>The Story of Captain Nemo - Dave Eggers (5 weeks)</b> - <i>The Story of Captain Nemo</i> is a reimagining of Jules Verne's classic story 20,000 Leagues under the sea brought up-to-date and set against a backdrop of contemporary environmental concerns. It is a thrilling adventure and serves to introduce young readers to one of the pioneers of Science Fiction.</p>	<p>of novel and verse, and the unusual flurry of written forms match the way that Nick finds himself first frustrated and then empowered by the abundance of words. The book is a well-written, pacy snapshot of a life that will be familiar to many of its readers.</p>
<p><b>English - Reading - Non-Fiction</b></p>			<p><b>Exploring Space - From Galileo to the Mars Rover and Beyond - Martin Jenkins - (3 weeks)</b> - A complex subject is made accessible with well written and engaging text which goes into some depth combined with richly annotated illustrations. The diagrams are informative in their own right as well as adding to the text. It holds appeal for a range of experiences for the reader as well as being a book with appeal across the age range. It is particularly suitable to enrich a topic about space</p>			

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			but also of interest in its own right. It is an ideal text to teach readers how to navigate and make sense of more complex information. There is a lot of text to get your teeth into but the clarity of writing ensures the reader will not get lost. An intricate yet accessible book which will intrigue and inform the reader in equal measure.			
<b>English - Writing Fiction</b>	Letters from the Lighthouse - Emma Carroll	The Journey - Francessa Sanna	Paperman (Disney)	The Firework-Maker's Daughter - Phillip Pullman Hansel and Gretel - Neil Gaiman	Thornhill - Pam Smy	Kensuke's Kingdom - Micheal Morpurgo A Monster Calls - Patrick Ness
<b>English - Writing Non-Fiction</b>	<i>Books on World War 2</i>	<i>Books on the United Kingdom</i>	<i>Book on Light</i>	<i>Books on famous artists</i>	Thinker's Rap: My Puppy Poet and Me - Eloise Greenfield	<i>Books on Ancient Greece</i>
<b>Maths</b>	<b>Unit 1</b> - Place Value - Numbers with 10,000,000 <b>Unit 2 &amp; 3</b> - Number - Four Operations	<b>Unit 4 &amp; 5</b> - Number - Fractions <b>Unit 6</b> - Geometry - Position and Direction <b>Unit 7</b> - Number - Decimals (half of unit)	<b>Unit 7</b> - Number - Decimals (continued) <b>Unit 8</b> - Number - Percentages <b>Unit 9</b> - Algebra	<b>Unit 10</b> - Measurement - Imperial and Metric Units <b>Unit 11</b> - Measurement - Perimeter, Area and Volume <b>Unit 12</b> - Ratio and Proportion	<b>Unit 13</b> - Geometry - Properties of Shape <b>Unit 14</b> - Number - Problem Solving	<b>Unit 15</b> - Statistics  Consolidation of key objective for Year 6
<b>Science</b>	<b>Electricity</b> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. <b>Electricity</b> - 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. <b>Electricity</b> - use recognised symbols when representing a simple circuit in a diagram.	<b>Light</b> - recognise that light appears to travel in straight lines. <b>Light</b> - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. <b>Light</b> - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <b>Light</b> - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<b>Animals Including Humans</b> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. <b>Animals Including Humans</b> - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <b>Animals Including Humans</b> - describe the ways in which nutrients and water are transported within animals, including humans.	<b>Evolution and Inheritance</b> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. <b>Evolution and Inheritance</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <b>Evolution and Inheritance</b> - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		
<p><b>Working Scientifically</b> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><b>Working Scientifically</b> - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>						

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	<p><b>Working Scientifically</b> - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><b>Working Scientifically</b> - using test results to make predictions to set up further comparative and fair tests.</p> <p><b>Working Scientifically</b> - reporting and presenting findings from enquiries, including conclusions, causal relationships and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><b>Working Scientifically</b> - identifying scientific evidence that has been used to support or refute ideas or arguments.</p>					
<b>Humanities (history &amp; geography)</b>	World War II: The Battle of Britain and Home Front	The United Kingdom	Volcanoes and Earthquakes		Ancient Greece	Journeys
<b>Religious Education</b>	What does it mean to be Sikh?		What do religions say to us when life gets hard?	Why do people make vows and commitments to one another?	What will make our city/town a more respectful place?	
<b>Computing</b>	We are Toy Makers We are Online Safety Ambassadors	We are Computational Thinkers We will not share Inappropriate Images	We are Publishers We are Social Networkers	We are Connected We are Respectful of Others	We are Advertisers We are Online Safety Problems Solvers	We are AI Developers We are Safe Gaming Experts
<b>Art</b>	<b>In Flanders Fields -</b>			<p><b>Frida Kahlo</b> - to create sketch books to record their observations and use them to review and revisit.</p> <p><b>Frida Kahlo</b> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b>Frida Kahlo</b> - learn about great artists in history.</p>		<p><b>Street Art</b> - to create sketch books to record their observations and use them to review and revisit.</p> <p><b>Street Art</b> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Street Art - learn about great artists in history.</p>
<b>Design and Technology</b>		<b>Great British Dishes</b>	<p><b>Programming Pioneers</b> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b>Programming Pioneers</b> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Programming Pioneers</b> - select from and use a wider</p>		<p><b>Chinese Inventions</b> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b>Chinese Inventions</b> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Chinese Inventions</b> - select from and use a wider range</p>	

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			<p>range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishings) accurately.</p> <p><b>Programming Pioneers</b> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Programming Pioneers</b> - understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Programming Pioneers</b> - understand and use electrical systems in their products (for examples, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p><b>Programming Pioneers</b> - apply their understanding of computing to program, monitor and control their products.</p>		<p>of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Chinese Inventions</b> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Chinese Inventions</b> - understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Chinese Inventions</b> - understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>	
<b>Languages</b>	<p>Pupils learn to describe the weather. Pupils revise colours (with adjectival agreement) with common nouns and the flags of a few familiar countries.</p> <p>Pupils learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using.</p> <p>Pupils focus on Spain and some of the key features of the country.</p> <p>Pupils learn how to form plurals of nouns and how to use the adjective 'mucho' (lots of).</p> <p>Pupils learn how to use 'hay' (there is/are) which has been taught previously.</p> <p>Pupils are taught key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map.</p> <p>Pupils learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>		<p>Pupils are taught about the main features of key festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided</p> <p>Pupils use language to describe a festival in the UK.</p> <p>Pupils extend their learning to the theme of holidays. Pupils research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>		<p>Pupils will create a Spanish booklet for what they have been taught focusing on the pronunciation of key vocabulary.</p> <p>Pupils will be encouraged speaking in full sentences in Spanish.</p>	
<b>Music</b>	<p><b>Fresh Prince of Bel Air (Hip Hop)</b> A range of styles and genres to develop listening,</p>	<p><b>'Ee-oh' I The Useful Plough (Britten)</b> Based on two songs from Benjamin Britten's Friday</p>	<p><b>Make You Feel My Love (ballad)</b> A range of styles and genres to develop listening,</p>	<p><b>Mum Married New Yr Carol (Britten) - Year 5 unit</b> Based on two songs from Benjamin Britten's Friday</p>	<p><b>Lean on Me (Gospel)</b> A range of styles and genres to develop listening, appraising, composing,</p>	<p><b>Celebrating Music</b> Revisiting music pupils enjoyed throughout the year.</p>

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	appraising, composing, improving and performing	afternoons (nationwide project)	appraising, composing, improving and performing	afternoons (nationwide project)	improving and performing	
<b>Physical Education</b>	Health Related Exercise Netball (Invasion)	Gymnastics: Matching & Mirroring Football (Invasion)	Dance: The Titanic Basketball (Invasion)	Orienteering (Outdoor Adventure Activity) Hockey (Invasion)	Cricket (Striking & Fielding) Tennis (Net/Wall)	Athletics Rounders (Striking & Fielding)

### Life Skills

<b>Year 6</b>	Play a card game <i>(PSHE)</i>	Learn to cross the road safely and independently <i>(PSHE)</i>	Walk home on my own (if parents allow) <i>(PSHE)</i>	Perform to an audience of parents/carers / peers <i>(PSHE)</i>	Read a novel independently (English)	Learn First Aid <i>(PSHE)</i>	Compete in a competition <i>(P.E)</i>	Make and use a periscope (Science)	Create a dinner dish <i>(D&amp;T)</i>	Learn how to tie a tie <i>(PSHE)</i>	Have a residential <i>(PSHE)</i>
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