Curriculum Map Year 6

		Autumn	Spring	Summer
		Learning beyond the classroom: Hillingdon Bunker, Lincolnsfield Centre Xmas / WWII family tea party	**Learning beyond the classroom: - trip to Houses of Parliament trip to natural history museum fieldtrips**	**Learning beyond the classroom: visit local area (woods) sporting activities Yr6 journey visiting speakers/visits (careers)**
Core Learning	English	Fiction (World War II): 'Goodnight Mr Tom' inc. film / text comparisons Write historically accurate story with focus on applying learning about character and setting from World War II texts. Diary entries Fiction (dialogue, characterisation): 'Phoenix of Persia' Non-fiction: Recount report writing following WWII trip Write non-chronological report about aspects of World War II Non-chronological report linked to World War II Poetry: *Poetry – cinquain (Featured text: Where the Poppies Now Grow by Hilary Robinson & Martin Impey)* *Poetry – vocabulary development (firework and Remembrance poetry)*	Fiction (characterisation & atmosphere): 'Night of the Gargoyles' Non-fiction: 'Night of the Gargoyles' Journalistic writing Non-fiction: Recount report writing following trip Persuasive writing linked to school topic Non-fiction: Persuasion / Discussion Narrative: Book Week Handwriting Grammar, Punctuation and Spelling Speaking and listening - news & biographies Read & enjoy a range of stories by key authors though regular class story time	Fiction (Pie Corbett): Featured Text: Double Dare Write parts of a story with focus on structure and cohesion plus application of learning about dialogue and characterisation (includes flashback). William Shakespeare (including video / text comparisons) Discussion writing linked to topical issue Journalistic, biographical and discussion writing linked to famous people and their significant achievements Handwriting Grammar, Punctuation and Spelling Speaking and listening – careers, current affairs, learning reviews Read & enjoy a range of stories linked to life learning through regular class story time

		Handwriting Grammar, Punctuation and Spelling Speaking and listening linked to topic and current affairs - telling news Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term		
	Maths	Place value Multiply and divide by 10, 100, 1000 Choosing effective mental calculation strategies Problem solving with all four operations Application of multiples, factors and primes Simplifying fractions Equivalent fractions Comparing and ordering fractions Adding and subtracting fractions Fraction and decimal equivalents Fractions, decimals and percentages Formal written method for multiplication Area Formal written method for division Properties of shapes *Fluency focus:* *(in addition to revision and assessment of necessary prior knowledge before new unit begins, used to consolidate and apply learning from units taught)* *place value* *number knowledge* *mental methods/calculation using all four operations* *fractions*	Order of operations and algebra Formal written method for long division Exploring relationships between perimeter and area Recognise and find angles Reflection and Translation Multiplying fractions Dividing fractions Fraction problem solving Ratio and proportion Volume Measures Statistics – interpret line graphs and pie charts Algebra and sequences *Fluency focus:* *(in addition to revision and assessment of necessary prior knowledge before new unit begins, used to consolidate and apply learning from units taught)* *key maths vocabulary* *number knowledge* *efficient calculation methods* *using known facts* *written methods – all four operations* *shape knowledge*	Statistics – calculate and interpret mean average Application of previous years' learning Constructing pie charts Statistical representations Further algebra Financial maths and enterprise Maths preparation for KS3 *Fluency focus:* *(in addition to revision and assessment of necessary prior knowledge before new unit begins, used to consolidate and apply learning from units taught)* *recall and application of key learning from KS2 to support transition to KS3*

			fractions *(plus arithmetic paper content)*	
	Science	**'Living Things and Their Habitats' and 'Light'** Children will learn to describe how things are classified into broad groups according to observable characteristics and based on similarities and difference, including micro-organisms, plants and animals. They will learn to give reasons for classifying plants and animals based on specific characteristics. Children will recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they reflect light (from a light source) into the eye. They will be able to use the idea that light travels in straight lines to explain why shadows have the same shapes as the objects that cast them. *Skills: Children should select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time; noticing patterns; grouping and classifying things; carrying out fair tests; finding things out using a wide range of secondary sources of information); use results to raise further questions; use test results to make predictions to set up further comparative and fair tests; recognise and control variables where necessary; take measurements, using a range of scientific equipment with increasing accuracy and*	**'Electricity' and 'Evolution and Inheritance'** Children will learn to understand, build and represent electrical circuits using conventional symbols. They will compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off position of switches and link these with the number and voltage of the cells used in the circuit. Children will learn about inheritance and adaptation. They will explore the theory of evolution and find evidence for it. *Skills: Children should select the most appropriate ways to answer science questions using different types of scientific enquiry (including finding things out using a wide range of primary and secondary sources of information); use results to raise further questions; record data and results of increasing complexity using scientific diagrams and labels, classification keys and models; report and present findings from enquiries, including conclusions, causal relationships and explanations of results in written forms; identify scientific evidence that has been used to support or refute ideas or arguments.*	**'Animals including Humans'** Children will learn to describe how things are classified into broad groups according to observable characteristics and based on similarities and difference, including micro-organisms, plants and animals. They will learn to give reasons for classifying plants and animals based on specific characteristics. *Skills: Children should select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time; noticing patterns; carrying out fair tests; finding things out using a wide range of secondary sources of information); use results to raise further questions; use test results to make predictions to set up further comparative and fair tests; recognise and control variables where necessary; take measurements using a range of scientific equipment with increasing accuracy and precision; record data and results using tables and bar / line graphs; report and present findings from enquiries, including conclusions, causal relationships and explanations of results in written forms.*

		precision; record data and results of increasing complexity using scientific diagrams and labels, tables & bar / line graphs and models; report and present findings from enquiries, including conclusions, causal relationships and explanations of results in written forms; identify scientific evidence that has been used to support or refute ideas or arguments.		
	Computing	**Coding:** To review good planning skills. To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track To use functions and understand why they are useful in 2Code. To debug a program and organise the code into tabs. To organise code into functions and Call functions to eliminate surplus To explore the options for getting text input from the user in 2Code. How to include interactivity in programming. To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled. To explore how 2Code can be used to make a text-based adventure game. **Online Safety:** Identify benefits and risks of mobile devices	**Blogging:** Children understand how a blog can be used as an informative text. Children understand the key features of a blog. Children can work collaboratively to plan a blog. Children can create a blog with a specific purpose. Children understand that the way in which information is presented has an impact upon the audience. Children understand that blogs need to be updated regularly to maintain the audience's interest and engagement. Children can post comments and blog posts to an existing class blog. Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. Children can comment on and respond to other blogs. Children can assess the effectiveness and impact of a blog.	**Text Adventures:** Children can describe what a text adventure is. Children can map out a story-based text adventure. Children can use 2Connect to record their ideas. Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. Children can split their adventure-game design into appropriate sections to facilitate creating it. Children can map out an existing text adventure. Children can contrast a map-based game with a sequential story-based game. **Spreadsheets:** Children can create a spreadsheet to answer a mathematical question relating to probability. Children can take copy and paste shortcuts. Children can problem solve using the count tool. Children can create a machine to help work

		broadcasting the location of the user/device, e.g. apps accessing location. Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. Identify the benefits and risks of giving personal information and device access to different software. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how information online can persist and give away details of those who share or modify it. To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. To identify the positive and negative influences of technology on health and the environment. **Networks:** Children can create their own text-based adventure based upon a map. Children can use coding concepts of func-	**Quizzing:** Children have used the 2DIY activities to create a picture-based quiz. Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz and responded to feedback. Children understand the different question types within 2Quiz. Children have ideas about what sort of questions are best suited to the different question types. Children have used 2Quiz to make and share a science quiz. Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz with peers. Children have given and responded to feedback. As a class, children have collaborated on a quiz. Children have tried out the different types of Text Toolkit grammar games. Children have chosen an appropriate Text Toolkit tool to make their own grammar game. Children have used a 2Investigate quiz to answer quiz questions. Children have designed their own quiz based on one of the 2Investigate example databases. Children have used their knowledge of quiz	out the price of different items in a sale. Children can use the formula wizard to create formulae. Children can use a spreadsheet to solve a problem. Children can use a spreadsheet to model a real-life situation and come up with solutions. Children can make practical use of a spreadsheet to help plan actions. Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.

		tions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game. Children make logical attempts to debug their code when it does not work correctly. Children know the difference between the World Wide Web and the internet. Children know about their school network. Children have researched and found out about Tim Berners-Lee. Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.	types to create a quiz show quiz based on a curriculum area.	
Foundation Subject / Learning Theme	History	*Children will learn about local history through the study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Children will learn about a significant turning point in British history that extends pupils' chronological knowledge beyond 1066.* **The Impact of War (inc. local history)** In this unit, the children will research and compare the impact of the First and Second World Wars on their locality. **To** develop a chronologically secure knowledge and understanding of British, local and world history To address and devise historically valid questions about change, cause and significance To understand how our knowledge of the past is constructed from a range of sources To note connections, contrasts and trends	**Journeys** In this unit, the children will explore the question of why people go on a journey, and look at five very different types of journey in depth. To develop a chronologically secure knowledge and understanding of British and world history To establish clear narratives To address and devise historically valid questions about significance and cause and change To understand how our knowledge of the past is constructed from a range of sources To note connections, contrasts	**Crime and Punishment** In this unit, the children will explore how and why Crime and Punishment has changed over time. To develop a chronologically secure knowledge and understanding of British history To establish clear narratives over periods of study To note connections, contrasts and trends over time and develop the use of historical terms To understand how our knowledge of the past is constructed from a range of sources To address historically valid questions about continuity, and change and cause To address and devise historically valid questions

		To construct informed responses that involve thoughtful selection and organisation of historical information To develop the use of appropriate		about continuity and change, similarity and difference, and significance To construct informed responses that involve thoughtful selection and organisation
	Geography	Explore the geography of Europe and the wider world, focussing on the relative locations and key settlements of countries involved in World War II.	Our World in the Future In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead. To describe and understand key aspects of physical geography & human geography To learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK To use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Protecting Our Future In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. In this unit, the children will: To describe and understand key aspects of the distribution of natural resources including energy, minerals and water To use maps, atlases and globes to locate countries and describe features studied To use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world To 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.
	Design Technology	**Research, design and make a shelter for an animal.**	**Research, design and make clothing for the future**	

		Saw, smooth, sand, secure, detail Research, design and make a Christmas cake. Weighing, measuring, stirring, combining, chopping, mixing, sieving, beating, baking, rolling, designing. Research, design and make a Christmas card with a lighting circuit. Attach, complete, fix	Manipulate, embellish, adapt, fit	
	Art	Optical Illusion Art Children will explore op (optical illusion) art and use accurate measuring and a range of media to create their own examples. They will create sketch books to record their observations and use them to review and revisit ideas. Children will learn about great artists, craft makers and designers (Bridget Riley) Aesthetic, symmetrical, repetition	Drawing to show emotion Children will improve their mastery of art techniques: drawing and overlay printing They will create sketch books to record their observations and use them to review and revisit ideas. Expressive, frown, smile, dips, positive, negative, aesthetic, symmetrical, repetition,	Journeys Children will learn about great artists, craft makers and designers: Mondrian abstract art, Miro's magical realism and Monet's impressionist style. Traditional, modern, abstract, realism, impressionism Children will improve their mastery of art techniques: drawing and painting Collage representing environmental change Children will improve their mastery of art techniques: Collage

				Rotate, reflect, symmetrical, compose, arrange, compliment
	Music	**'National Anthems and Music'** Children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. **Remembrance and World War II** Perform a song being aware of how different parts fit together. Consider the origins of and describe the effect of a piece of music. Build on our knowledge of musical vocabulary. To learn to sing and play musically with increasing confidence. Play instruments and use voices with increasing accuracy, fluency, control and expression. To create and compose music on their own and with others (including use of technology) and develop their own lyrics. Y6 Xmas Performance: All Y6 children are involved in rehearsing and performing a production with singing, including ensemble and chorus. Key skills: Practise, rehearse and present performances with an awareness of the audience. They perform significant parts	**'Classroom Jazz 2'** **Themes:** Jazz, improvisation and composition. **Vocabulary:** Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo **Listen & Appraise: Bacharach Anorak and Meet The Blues** **Musical Activities using glocks and/or recorders** **Play instrumental parts** with the music by ear, using notes C, D, E, F, G, A, B + C **Improvise** in Bacharach Anorak **Improvise** in a Blues style **Perform & Share** **The performance will include one or more of the following:** Improvisations • Instrumental performances • Compositions **Listen & Appraise: Three Little Birds / Blackbird** **Themes:** Equality, civil rights. **2 – Musical Activities using glocks and/or recorders** **Singing** in unison. **Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. **Improvise** using up to 3 notes	**'Lean On Me'** **Theme:** The music of Carole King. **Vocabulary:** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, unison, harmony **Listen & Appraise: You've Got A Friend (The music of Carole King)** play and copy back using up to 3 notes **Singing** in unison. **Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. **Improvise** using up to 3 notes **Compose** a simple melody using simple rhythms & choosing from the notes **Perform & Share, include one or more of the following:** Improvisations • Instrumental performances • Compositions **'Don't Stop Believing'** **During the Course of the Unit Children Will Learn** How to listen to music. To sing the song. To understand the geographical origin of the music and in which era it was com-

		from memory and from notations with awareness of their own contribution as well as that of others.	**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A **Vocabulary:** Acoustic guitar, percussion, birdsong, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff	posed. To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. To play the accompanying instrumental parts (optional). To work together in a band/ensemble. To develop creativity through improvising and composing within the song. To understand and use the pentatonic/blue/keywords scale while improvising and composing. To experience links to other areas of the curriculum To recognise the style of the music and to understand its main style indicators. To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document). Y6 Production Content: All Y6 children are involved in rehearsing and performing a production with singing, narration, acting and movement. Including vocal solo, duet, ensemble and chorus. Key skills: Practise, rehearse and present performances with an awareness of the audience. They perform significant parts from memory and from notations with awareness of their own contribution as well as that of others.
	Physical Education	Invasion Games	Invasion Games (invading to score)	Striking and Fielding

		Focusing on invasion games (handball and hockey), children will learn and develop the skills needed to play as a team member, dribble, pass, tackle, find space, defend, attack and score. Learn the rules and strategies to help them be victorious when playing against others as well as to enable the development of their own related games. Dance Dance unit linked to World War II stimuli, exploring a range of movement patterns and styles associated with the period. They will focus on the ability to move with a range of dynamics to express emotions, develop relationships (leading and following), demonstrating unison as a group and being able to demonstrate and create shapes representing unity. Gym Children explore and develop their flexibility, strength, technique, control and balance using the floor and apparatus, aiming to make progress in these elements across a range of gymnastic movements and activities. They will focus on taking off one and two footed, holding and receiving body weight, moving supporting body parts further away from each other, developing the use of counter balances (travelling in	Focusing on invasion games (tag rugby), children will learn what it means to 'invade' from a competitive perspective. They will continue to develop the knowledge and skills needed to: play as a team member, dribble with control and fluency, pass, tackle, find space, defend, attack and score, with the end goal being to score and gain points in games. There will be opportunities to play competitively (intra school competition), learning how to intercept a pass, invade as a team, communicate effectively with teammates and develop sportsmanship. Net / Wall Games Focusing on net games (tennis/volleyball) children will learn and develop the skills needed to play as an individual or as part of a pair (accuracy, defence, attack and. Learn the rules and strategies to help them be victorious when playing against others as well as to enable the development of their own related games. Dance Dance unit linked to how dance styles have changed over time, exploring significant developments and examples as well as dance influences from around the world	Focusing on striking and fielding games (cricket and rounders), children will learn and develop the skills needed to play as a team member, dribble, pass, tackle, find space, defend, attack and score. Learn the rules and strategies to help them be victorious when playing against others as well as to enable the development of their own related games. Athletics Through learning different events, including running, throwing and jumping, children will develop flexibility, strength, technique, control and balance. OAA Working in isolation and in teams, learning to develop and utilise their skills of determination, perseverance, communication, cooperation and leadership to complete challenges, take part in new experiences and learn new skills. This will include orienteering, team building exercises, climbing, archery and water activities.

		and out of them in different ways) and using small points to create a spin.	Gym Explore movements, body position and transition within gymnastic elements, using floor and apparatus, using great gymnasts as stimulus and inspiration. Develop flexibility, strength, technique, control and balance.	
		Throughout, children will develop their enjoyment of and ability communicate, collaborate and compete with each other. They will recognise the importance of exercise and its effect on their bodies as well as the need to warm up / cool down. They will learn how to improve in different physical activities and sports, being able to evaluate and recognise their own success and areas for development.		
	Personal Development	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage **Safe relationships** Recognising and managing pressure; consent in different situations **Belonging to a community** Valuing diversity; challenging discrimination and stereotypes **Respecting ourselves and others** Expressing opinions and respecting other points of view, including discussing topical issues	**Physical health and Mental wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online **Media literacy and Digital resilience** Evaluating media sources; sharing things online	**Belonging to a community** Valuing diversity; challenging discrimination and stereotypes **Money and Work** Influences and attitudes to money; money and financial risks **Growing and changing** Human reproduction and birth; increasing independence; managing transitions **Keeping safe** Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
	Religious Education	**Symbols and Actions** ***Explore*** and ***describe*** a range of beliefs, practices and symbols in order to understand different ways of expressing meaning. **Prayer, Worship and Reflection**	**Ultimate Questions** ***Discuss*** and ***present*** thoughtfully, through creative media, their own and others views and challenging questions about belonging, meaning, purpose and truth.	**Human responsibility and values** ***Consider*** and ***apply*** ideas about ways in which diverse communities can live together for the wellbeing of all. ***Respond*** thoughtfully to ideas about values, respect and human responsibility.

		Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness.	**Justice and Fairness** ***Discuss*** and ***apply*** their own and others' ideas about ethical questions, ***reflecting*** on ideas about what is right and wrong and what is just and fair.	
	French	OA: Je fait du sport Sports I play / I don't play Opinions Weather and sport – revision Clothes in sport – revision	OA: En ville Places in town What there is and isn't Where to go / transport Opinion Describing the town	LJR: Further knowledge and understanding visiting countries, tourism and spare time. Planning a holiday and writing an itinerary. Increasing our confidence in reading, writing, speaking and listening around these topics.