

# Year 6 2019-2020 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	<p><i>Macbeth</i> Autobiography + biography Arguments; Play Narrative <i>Rose Blanche; A Christmas Carol – Reports; Narrative; Visual Literacy; Poetry</i></p> <p><b>READING</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer and interpret information, events or ideas from texts Comments develop explanation of inferred meaning drawing on evidence across the text Identify and comment on the structure and organisation of texts Explain and comment on the writer’s use of language, including vocabulary, grammatical and literary features at word and sentences level Identify and comment on writer’s purposes and viewpoint and the overall effect on the reader Relate texts to their social, cultural and historical traditions</p> <p><b>COMPREHENSION</b> Explain and comment on explicit and implicit points of view Summarise key information from different parts of a text Recognise the writer’s point of view and discuss it Present a personal point of view based on what has been read Present a counter argument in response to others’ points of view Provide reasoned justifications for their views Refer to the text to support opinion Distinguish between statements of fact and opinion Use skimming, scanning and marking text to find specific information Organise information or evidence appropriately Use secure understanding of structure and language features of fiction and full range of non-fiction text types to support understanding when reading extended texts or from a range of sources Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes</p>	<p><i>Macbeth</i> Autobiography + biography Arguments; Play Narrative <i>Rose Blanche; A Christmas Carol – Reports; Narrative; Visual Literacy; Poetry</i></p> <p><b>READING</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer and interpret information, events or ideas from texts Comments develop explanation of inferred meaning drawing on evidence across the text Identify and comment on the structure and organisation of texts Explain and comment on the writer’s use of language, including vocabulary, grammatical and literary features at word and sentences level Identify and comment on writer’s purposes and viewpoint and the overall effect on the reader Relate texts to their social, cultural and historical traditions</p> <p><b>COMPREHENSION</b> Explain and comment on explicit and implicit points of view Summarise key information from different parts of a text Recognise the writer’s point of view and discuss it Present a personal point of view based on what has been read Present a counter argument in response to others’ points of view Provide reasoned justifications for their views Refer to the text to support opinion Distinguish between statements of fact and opinion Use skimming, scanning and marking text to find specific information Organise information or evidence appropriately Use secure understanding of structure and language features of fiction and full range of non-fiction text types to support understanding when reading extended texts or from a range of sources Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes Identify how writers manipulate grammatical features for effect</p> <p><b>TRANSCRIPTION, GRAMMER AND SPELLING</b> Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings</p>	<p>Revision 3; Poetry; Playscripts (for animation ICT /Art link)</p> <p><b>READING</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer and interpret information, events or ideas from texts Comments develop explanation of inferred meaning drawing on evidence across the text Identify and comment on the structure and organisation of texts Identify and comment on writer’s purposes and viewpoint and the overall effect on the reader Confident when retrieving and collating information from a range of sources? perceive hidden irony Able to summarise the main positive and negative points from a story or information text? Consider arguments critically and consider techniques for effective persuasion? Able to express your thoughts briefly and clearly when responding to either fiction or non-fiction? Explain how messages, moods, feelings and attitudes are conveyed in poetry and prose, using references and deductions and making some references to text Explain and comment on the structural devices used to organised a text Read several texts on the same topic to find and compare information Explain the main purpose of a text and summarise it succinctly Prepare poems and plays to read aloud and to perform using body language, tone, pitch and volume to engage the audience Compare and contrast the language used in two different texts Distinguish between implicit and explicit points of view</p> <p><b>COMPREHENSION</b> Make connections between other similar texts, prior knowledge and experience and explain the links</p>			

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	<p><b>TRANSCRIPTION, GRAMMER AND SPELLING</b>            Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings            Spell more complex polysyllabic words- <i>disappeared, believed, necessary, special</i>            Use further prefixes and suffixes and understand the guidance for adding them            Spell word with 'silent' letters e.g. <i>psalm, knight, solemn</i>            Using subordinate clauses successfully, writing uses semi-colons to manipulate the sentence structure for effect            A subordinate clause is added accurately to the text to give reasons or to explain            Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms            Use of connectives within a paragraph to link the sentences – <i>secondly, in addition, furthermore</i>            Distinguish between the language of speech and writing and choosing the appropriate register            Arrange of punctuation is used almost always correctly e.g. brackets, dashes, colons, ellipsis            Use commas to clarify meaning or avoid ambiguity in writing            Use semi-colons, colons or dashes to mark boundaries between independent clauses            Use modal words or adverbs to indicate degrees of possibility            Correct subject and with agreement when using singular or plural            Use hyphens to avoid ambiguity            Use a colon to introduce a list            Handwriting is joined clear and fluent, and adapted to a range of tasks            Use etymological understanding to tackle new words            Understanding the rules for spelling foreign words</p> <p><b>COMPOSITION</b>            Ideas are sustained and developed in a logical way            Non-fiction paragraph to include: an introductory, and at least 3 further sentences that develop the point            Writing is balanced and shows developing reasoning of points raised Paragraphs are used to structure plot (5 paragraph structure showing shifts of time, scene, action, mood or person</p>	<p>Spell more complex polysyllabic words- <i>disappeared, believed, necessary, special</i>            Use further prefixes and suffixes and understand the guidance for adding them            Spell word with 'silent' letters e.g. <i>psalm, knight, solemn</i>            Using subordinate clauses successfully, writing uses semi-colons to manipulate the sentence structure for effect            A subordinate clause is added accurately to the text to give reasons or to explain            Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms            Use of connectives within a paragraph to link the sentences – <i>secondly, in addition, furthermore</i>            Distinguish between the language of speech and writing and choosing the appropriate register            Arrange of punctuation is used almost always correctly e.g. brackets, dashes, colons, ellipsis            Use commas to clarify meaning or avoid ambiguity in writing            Use semi-colons, colons or dashes to mark boundaries between independent clauses            Use modal words or adverbs to indicate degrees of possibility            Correct subject and with agreement when using singular or plural            Use hyphens to avoid ambiguity            Use a colon to introduce a list            Handwriting is joined clear and fluent, and adapted to a range of tasks            Use etymological understanding to tackle new words            Understanding the rules for spelling foreign words</p> <p><b>COMPOSITION</b>            Link ideas within and between paragraphs with a range of cohesive devices, for example – connecting adverbials/adverbs, use of pronouns            Secure use of stylistic devices to engage reader e.g. simile, metaphor, alliteration, personification, repetition for effect, direct address to audience            Use of the passive voice, particularly in non-fiction texts, to avoid repetition at the start of sentences            Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>headings bullet points, sub-headings</i>            Sub-ordinate clauses are attempted to add information            Identify the audience for and purpose of the writing, selecting appropriate form and using similar writing as models for their own            Links are made confidently between paragraphs in non-fiction</p>	<p>Compare different versions of texts and explain the differences and similarities            Listen to others' ideas and opinions about a text in discussion            Explain how messages, moods, feelings and attitudes are conveyed in poetry and prose, using references and deductions and making some references to text            Explain and comment on the structural devices used to organise a text            Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes            Identify how writers manipulate grammatical features for effect            Analyse why writers make specific vocabulary choices            Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them            Identify how characters change during the events of a longer novel            Explain the key features, themes and characters across a text            Compare and contrast characters, themes and structure in texts by the same and different writers</p> <p><b>TRANSCRIPTION, GRAMMER AND SPELLING</b>  <i>All objectives as in Terms 1 and 2 – consolidate, embed and deepen</i>  <b>COMPOSITION</b>  <i>All objectives as in Terms 1 and 2 – consolidate, embed and deepen with particular focus on KS 2 Expected and Greater Depth Standards in Writing:</i>  <b>Working Towards Expected Standard</b>            Using paragraphs to organise ideas            Describing settings and characters            Using some cohesive devices within and across sentences and paragraphs            Using different verb forms mostly accurately            Using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly            Spelling most words correctly ( Yrs 3 and 4)            Spelling some words correctly ( Yrs 5 and 6)            Producing legible joined handwriting.</p>
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	<p>Link ideas within and between paragraphs with a range of cohesive devices, for example – connecting adverbials/adverbs, use of pronouns</p> <p>Secure use of stylistic devices to engage reader e.g. simile, metaphor, alliteration, personification, repetition for effect, direct address to audience</p> <p>Use of the passive voice, particularly in non-fiction texts, to avoid repetition at the start of sentences</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>headings bullet points, sub-headings</i></p> <p>Sub-ordinate clauses are attempted to add information</p> <p>Identify the audience for and purpose of the writing, selecting appropriate form and using similar writing as models for their own</p> <p>Links are made confidently between paragraphs in non-fiction</p> <p>Paragraphs ordering builds up in order of importance in persuasive texts</p> <p>Summarise and organise material, and supporting ideas and arguments with any necessary factual detail</p> <p>Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>Narrative opening and subsequent paragraphs start with a variety of methods eg speech, action, setting, dialogue and character development</p> <p>In persuasive writing, employ flattery, exaggeration or scientific claims</p>	<p>Paragraphs ordering builds up in order of importance in persuasive texts</p> <p>Summarise and organise material, and supporting ideas and arguments with any necessary factual detail</p> <p>Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>Narrative opening and subsequent paragraphs start with a variety of methods eg speech, action, setting, dialogue and character development</p> <p>In persuasive writing, employ flattery, exaggeration or scientific claims</p> <p>Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> <p>Adventurous word choices are combined with structures techniques such as alliteration or personification</p> <p>Apply growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p>	<p><b>Expected Standard:</b></p> <p>Creating atmosphere and integrating dialogue to convey character and advance the action</p> <p>Selecting vocabulary and grammatical dialogue structures that reflect the level of formality required mostly correctly</p> <p>Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>Using passive and modal verbs mostly appropriately</p> <p>Using a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</p> <p>Spelling most words correctly ( Yrs 5 and 6)</p> <p>Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p><b>Greater Depth Standard</b></p> <p>Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</p> <p>Selecting verb forms for meaning and effect</p> <p>Using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</p>		
<p><b>Numeracy</b></p>	<p><b>To read, write, order and compare numbers</b> to least to 10,000,000, round any number and solve number problems.</p> <p><b>Calculating, Patterns &amp; Algebra: all operations</b></p> <p>Decide on calculation method, know associative, distributive and commutative laws. Use standard written algorithms. Long division is confidently used, calculate using. Solve multi-step problems in contexts and use estimation to check answers.</p> <p><b>Number: Fractions</b></p> <p>To compare and order fractions, including fractions &gt;1. Simplify fractions and use common multiples to express fractions in the same denomination.</p>	<p><b>Geometry- Shapes</b></p> <p>Use wider range of properties of 2d and 3 D shapes</p> <p>Understand 'parallel' and begin to understand 'perpendicular' in relation to edges or faces</p> <p>Classify quadrilaterals, including trapezium and kite, using their properties e.g. number of parallel sides</p>	<p><b>Process and representing data</b></p> <p>Frequency and collecting data</p> <p>Continue to use Venn and Carroll diagrams e.g. sorting numbers into multiples of 8 and multiples of 6</p> <p>Create and interpret line graphs where the intermediate values</p>	<p><b>Shapes</b></p> <p>Be able to specify location and co-ordinates in all four quadrants</p> <p>Enlarge a shape by a whole number scale factor through a given centre of enlargement</p> <p>Understand and use language associated</p>	<p><b>Interpreting data</b></p> <p>Interpret scatter diagrams and have a basic understanding of correlation</p> <p>Recognise between discrete and continuous data</p> <p><b>Solving Equations</b></p> <p>Solving equations; balanced method; equations with brackets; using equations to solve</p>

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	<p><b>Number and Calculation: Ratio &amp; Proportion</b> Problems involving ratio and proportion can be solved using knowledge; equivalent ratios; simplifying ratios; sharing in given ratio; proportion- inverse and direct</p> <p><b>Statistics</b> Interpret and construct pie charts and line graphs, use these to solve problems.</p> <p><b>Geometry</b> Name parts of circles, including radius, diameter and circumference. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. To draw 2D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise, describe and build simple 3D shapes, including making nets.</p> <p><b>Process and representing data:</b> Solve problems involving conversion including using decimal notation to three decimal places. Equal class intervals over a suitable range to create frequency tables Mean, median and mode of discrete data Compare two distributions, using the range and one of the measures of average Construct and interpret pie charts and relative frequency tables</p>	<p>Draw a parallelogram or trapezium of a given area on a square grid Given the co-ordinates of three vertices of a parallelogram, find the fourth Know and use the angle sum of a triangle and calculate angles Recognise and use rotational symmetry, its order and centre Know and use angle properties and symmetry properties of triangles and quadrilaterals; classify and define types of quadrilaterals</p> <p><b>Measures</b> Measure and draw angles to the nearest degree, when constructing models or drawing Read and interpret scales on a range of measurements Solve problems involving the conversion of units Understand and use the formula to find the area and perimeter of shapes Understand congruence of 2D shapes Investigate properties of triangles and quadrilaterals and measure and draw angles up to 360 degrees with reasonable accuracy Calculate areas, perimeter, volumes of cubes and cuboids</p>	<p>Understand and use the mean of discrete data Use the mean of a set of measurement from a science experiment Interpret graphs and diagrams, including pie charts, and draw conclusions Insert and interrogate data in a computer database</p> <p><b>Numbers: Sequence and nth terms</b> Continue a sequence; using rules; number sequence; sequence of numbers &amp; patterns; nth terms;</p> <p><b>Algebra</b> Expressions and terms; simplifying expressions; multiplying and dividing algebra; brackets, factorising</p>	<p>with the circle, such as circumference, radius, diameter, arc and chord Understand and use angle properties of intersecting and parallel lines Construct triangles, using protractor, ruler and pair of compasses Calculate composite areas and volumes involving squares, rectangles, triangles, cubes and cuboids Calculate the surface area of cubes and cuboids Devise instructions for a computer to transform shapes and paths</p> <p><b>Measures</b> Understand and apply Pythagoras' Theorem Understand and use three figure bearings to define direction Understand that measurement expressed to a given unit</p>	<p>problems; simultaneous equations – the elimination method; the substitution method; solving problems using simultaneous equations</p> <p><b>Speed and Compound Measures</b> Speed, Distance and Time; Other compound measures; calculation SDT problems Understand and use compound measures Carry out calculations involving length and area of parallelograms, rhombuses, kites and circles Areas of linear rectilinear figures</p> <p><b>Graphs</b> Coordinates; Linear functions; using graphs to solve problems; distance – time graphs</p> <p><b>Circle and Properties</b> Interior and exterior angles; sum of interior and exterior angles of polygon; sum of exterior angles of polygon; regular polygon; exterior angles of regular polygons</p>
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<p><b>Science</b></p>	<p><b>Living things and their Habitats</b>            1. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organism, plants and animals.            2. Give reasons for classifying plants and animals on specific characteristics</p>	<p><b>Animals, including Humans</b>            1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.            2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.            3. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Evolution &amp; Inheritance</b>            1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago            2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.            3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><b>Electricity</b>            1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.            2. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzes and the on/off position of switches.            3. Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Light &amp; Shadow ( S )</b>            1. Recognise that light travels in straight lines and travels faster than sound.            2. 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            3. 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            4. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Light, Shadow &amp; the Eye (NS)</b>            Understand that:            1. Brain and eyes work together to give us our sense of sight.            2. Identify and describe the six parts of the human eye: cornea, pupil, iris, lens, retina and optic nerve.            3. Discuss how parts of the eye work together to provide vision.            4. Explore the relationship between light sources, objects and shadows.</p>
<p><b>Computing</b></p>	<p><b>Online Safety and spreadsheets</b>            Review aspects of online safety and make an online themed game            Learn about the safety aspects of blogging            Explore probability            Create formulae to use in real contexts</p>	<p><b>Blogging</b>            Identify the purpose of writing a blog            Consider the effects of writing a blog            Understand the importance of regularly updating a blog            Understand why blog posts are approved by the teacher</p>	<p><b>Coding</b>            Design and write a more complex program that accomplishes a specific goal            Introduce functions            Use buttons to showcase work.            Review coding vocabulary</p>	<p><b>Text Adventures</b>            Find out what a text adventure is            Make a story based adventure            Introduce map based text adventures            Code a map based text adventure</p>	<p><b>Networks</b>            Discover what children know about the internet            Find out what a WAN and LAN are            Find out the internet is accessed at schools            Research and find out about the age and future of the internet</p>	<p><b>Quizzing</b>            Make a picture quiz for young children            Learn how to create sentence types            Make a quiz that requires the player to search a database</p>

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<b>History</b>	N/A	<b>Local History</b> <b>Shakespeare</b> Use historical terms and concepts in increasingly sophisticated ways Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies	N/A	<b>Ancient Civilizations</b> <b>Ancient Egypt</b> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning. Discern how and why contrasting arguments and interpretations of the past have been constructed	N/A	<b>Non-European Study</b> <b>Islamic Civilisation</b> Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. Identify and explain change and continuity within and across periods
<b>Geography</b>	<b>Human and Physical Changes in the UK</b> <b>Locational knowledge, human and physical geography</b> Understand the different physical and human processes that take place along the coastlines, including weathering and erosion. Consider human impact on coastlines and how they have changed overtime.	N/A	<b>Climate Zones and Biomes</b> <b>Human and physical geography.</b> Describe and understand key aspects of climate zones, biomes and vegetation belts. Study the distribution of major climate zones and conduct case studies of hot and cold deserts.	N/A	<b>Global Economic</b> <b>Human and physical geography.</b> Describe and understand key aspects of economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Study the impact of globalisation.	N/A
<b>Art / Craft</b>	<b>Sketching/Drawing</b> Sketches communicate emotions and a sense of self with accuracy and imagination Explain why they have combined different tools to create their drawings Explain why they have chosen specific drawing techniques Sketch books contain detailed notes and quotes explaining about items? Compare their methods to others	<b>Painting</b> Explain what their own style is Use a wide range of techniques in their work Explain why they have chosen specific painting techniques	<b>Printing &amp; Textiles</b> Overprint using different colours Look carefully at the methods they use and make decisions about the effectiveness of their printing methods?  <b>Textiles</b> Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books	<b>Collage</b> Justify the materials they have chosen Combine pattern, tone and shape  <b>Textiles</b> Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes	<b>Flex/Mould materials 3D</b> Create models on a range of scales Create work which is open to interpretation by the audience Include both visual and tactile elements in their work	<b>Use of IT</b> Use software packages to create pieces of digital art to design. Create a piece of art which can be used as part of a wider presentation  <b>Knowledge</b> Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design

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<p><b>Design &amp; Tech</b></p>	<p><b>Develop, planning and communicating ideas</b> Use a range of information to inform their design Use market research to inform plan Work within constraints Follow and refine their plan if necessary Justify their plan to someone else Consider culture and society in their designs</p> <p><b>Cooking and nutrition</b> Explain how their product should be stored Set out to grow their own products with a view to making a salad, taking account of time required to grow different food</p>	<p><b>Working with tools, equipment, materials and components to make quality products</b>  Use tools and materials precisely Change the way they are working if needed</p> <p><b>Textiles</b> Thought about how their product could be sold Given considered thought about what would improve their product even more</p>	<p><b>Evaluating processes and products</b> Test and evaluate their final product. Questions to ask: Is it fit for purpose? What would improve it? Would different resources have improved in their product Would they need more or different information to make it even better? Does their product meet all design criteria? Did they consider the use of the product when selecting materials?</p> <p><b>Stiff and flexible sheet materials</b> Justify why they selected specific materials Ensured that their work is precise and accurate Hide joints so as to improve the look of their product</p>	<p><b>Develop, planning and communicating ideas</b> Use a range of information to inform their design Use market research to inform plans Work within constraints Follow and refine their plan if necessary Justify their plan to someone else Consider culture and society in their designs</p> <p><b>Mouldable materials</b> Justify why the chosen material was the best for the task Justify design in relation to the audience</p>	<p><b>Working with tools, equipment, materials and components to make quality products</b> Use tools and materials precisely Change the way they are working if needed</p> <p><b>Electrical and mechanical components</b> Use different kinds of circuit in their product Think of ways in which adding a circuit would improve their product</p>	<p><b>Evaluating processes and products</b> How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved in their product? Would they need more or different information to make it even better? Does their product meet all design criteria? Did they consider the use of the product when selecting materials?</p> <p><b>Stiff and flexible sheet materials</b> Justify why they selected specific materials Ensure that work is precise and accurate Hide joints so as to improve the look of their product</p>
<p><b>PE</b></p>	<p><b>Dance</b> Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs &amp; groups Talk about different styles of dance with understanding, using appropriate language &amp; terminology</p>	<p><b>Tag Rugby</b> Choose and implement a range of strategies and tactics to attack and defend Combine and perform more complex skills at speed Observe, analyse and recognise good individual and team performances Suggest, plan and lead a warm-up as a small group</p>	<p><b>Gymnastics</b> Lead group warm-up showing understanding of the need for strength and flexibility Demonstrate accuracy, consistency, and clarity of movement Work independently and in small groups to make up own sequences Arrange own apparatus to enhance work and vary compositional ideas Experience flight on and off of high apparatus</p>	<p><b>Outdoor and Adventure</b> Use information given by others to complete tasks and work collaboratively Undertake more complex tasks Take responsibility for a role in a task Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games</p>	<p><b>Tennis</b> Develop backhand shots and introduce the lob Begin to use full tennis scoring systems, developing doubles play and tactics to improve Play competitively and work together with others in gameplay Challenge self to improve the consistency of shots.</p>	<p><b>Athletics</b> Become confident and expert in a range of techniques and recognise their success Apply strength and flexibility to a broad range of throwing, running and jumping activities Work in collaboration and demonstrate improvement when working with self and others Accurately and confidently judge across a variety of activities</p>

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<b>RE</b>	<p><b>CREATION</b> Creation and science: conflicting or complementary? <b>(Understanding Christianity)</b></p>	<p>How does the contemporary Anglican church help Christians to worship? <b>WORSHIP</b></p>	<p>How would Christians advertise Christmas? <b>JESUS – INCARNATION (LDBS)</b></p>	<p><b>GOSPEL</b> <u>What</u> would Jesus do? (WWJD) <b>(Understanding Christianity)</b></p>	<p><b>What does it mean to be a Muslim?</b> <b>ISLAM</b></p>	<p><b>What are the 5 Pillars of Islam and why are they important to Muslims?</b> <b>ISLAM</b> <i>Transition unit: What is the relationship between rules and responsibilities? (LDBS)</i></p>
<b>PSHE</b>	<p><b>Being Me in My World:</b> 1. My year ahead 2. Being a global citizen 1 3. Being a global citizen 2 4. The learning charter 5. Consequences 6. Owning our learning.</p>	<p><b>Celebrating Difference:</b> 1. Am I Normal? 2. Understanding disability. 3. Power Struggles 4. Why Bully? 5. Celebrating difference. 6. Celebrating difference.</p>	<p><b>Dreams and Goals:</b> 1. Personal Learning Goals. 2. Steps to success. 3. My dream for the world. 4. Helping to make a difference. 5. Helping to make a difference. 6. Recognising our achievements.</p>	<p><b>Healthy Me:</b> 1. Food 2. Drugs 3. Alcohol 4. Emergency Aid. 5. Emotional and Mental Health. 6. Managing Stress.</p>	<p><b>Relationships:</b> 1. My relationship web. 2. Love and loss 1 3. Love and loss 2 4. Power and Control 5. Being Safe with Tech (1) 6. Being safe with Tech (2)</p>	<p><b>Changing Me:</b> 1. Self and body image 2. Puberty 3. Girl/Boy Talk 4. Babies and conception 5. Attraction 6. Transition to secondary school.</p>
<b>Music</b>	<p><b>Body Percussion</b> Explore different vocal sounds as well as clapping and stamping. Work in groups composing and notating body percussion performances that are set to music. Perform a whole class composition in the style of a dance off. Enhance their understanding of rhythm and beat. Gain an understanding of how the body can be used as a percussion instrument</p>	<p><b>African Drums</b> Continue learning about beat and rhythms alongside learning how to play the djembe? Learn different techniques to play the drum that produce different sounds. Incorporate them together to made intricate rhythmic patterns. Perform as part of a class or group performance</p>	<p><b>Silent Films</b> Watch and explore what early film would have been like with only instrumental accompaniment. Compose music to fit with an example film. Film their own short film and composing music to bring them to life.</p>	<p><b>Music for Television</b> Listen to radio jingles and how they are composed to give an insight into what the radio show may contain. Compose their own theme music to fit with a genre of their choice</p>	<p><b>Bringing Pictures to life</b> Use all that they have learnt about the musical elements and compose music designed to tell a story and bring pictures to life. Compose considering instrument choice, layering, tempo, pitch, volume and texture.</p>	<p><b>School play</b> Consolidate all concepts, skills and knowledge learnt over the year and produce an end of Yr 6 production</p>



# **Year 6 2019-2020 Curriculum Map**