

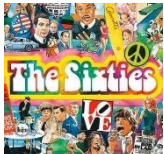




All Saints Church School Curriculum Map

YEAR 6 Working document	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Run to the shelter 		Buried Treasure 		Born to be wild 	
Educational Visits / Visitors/ enrichment	Nothe Fort trip COURT TRIAL AS AN ADDITIONAL		Tutankhamun exhibition at The Dorchester Museum		Glastonbury Oakhampton Residential	
History including STEAM ideas to promote learning	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Where was the safest place to live during WW2?</p> <p>How did the West Country support the war effort?</p> <p>Which 4 objects portray what life was like in WW2?</p> <p>How can we ensure the memories of WW2 are never forgotten?</p> <p>Why was Britain at war with Germany?</p> <p>What was it like to be a child during WW2</p> <p>Why was the Battle of Britain so important and how did the use of RADAR help in its victory?</p> <p><i>To retrieve, record and present information from non-fiction texts.</i></p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to</p>		<p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Egypt,</p> <p>Was mummification the best form of preservation?</p> <p>Pompeii</p> <p>https://www.history.org.uk/primary/categories/315/module/7814/before-1066-all-that-transition-between-ks2-</p> <p>Outdoor Learning focus linked with History; being archaeologists / excavating</p> <p>Ancient Egyptian timeline</p> <p>Family tree of Egyptian gods</p> <p>Pharaohs</p> <p>Mummification</p> <p>Symbols and hieroglyphics</p> <p>Pyramids</p> <p><i>To retrieve, record and present information from non-fiction texts.</i></p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Were the sixties really swinging?</p> <p>Rock n' roll, Beatlemania, punk rock, Live Aid and much more! Pupils will:</p> <p>Evaluate the role and significance of individuals in history Michael Eavis, Key 60s figures eg Mary Quant, Neil Armstrong, Beatles (independent choice to research</p> <p>Compare and contrast past and present trends and fashions. Investigate causes and consequences of events.</p> <p>Develop reasoning skills and the ability to make inferences and deductions</p> <p>(link to IT and presentation)</p>	

	find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	
<p>Science including STEAM ideas to promote learning (including some DT skills)</p>	<p>Light – recognise it travels in straight lines explain how objects are seen because they give out or reflect light into the eye.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects which cast them.</p> <p>Periscopes</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of the switches.</p> <p>Outdoor Learning focus linked with Science; creating morse code messages (with light and sound)</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>
<p>DT including STEAM ideas to promote learning</p>	<p>Mechanisms (using an electrical system)</p> <p>Electrical steady hand toy</p>	<p>Cut, mix, mould and use appropriate equipment to heat food, developing independence with this as appropriate.</p>	<p>Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products</p>
<p>Geography including</p>	<p>Use maps, atlases and digital / computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Describe and understand key aspects of physical geography including volcanoes and earthquakes looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p>

<p>STEAM ideas to promote learning</p>	<p>Extend to 6 figure grid references with teaching of longitude and latitude in depth. Use map skills with UK and Non UK countries.</p>		<p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time</p> <p>Outdoor Learning focus linked with Geography; creating 3D maps outside</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
<p>English genres and some suggested texts</p>	<p>Run rabbit run The Tunnel Good Mr Tom An elephant in the garden Michael Morpurgo Code Breakers Letters for the lighthouse Emma Carroll Carries War The boy in the striped pyjamas</p> <p>Narrative focus on setting and characters - To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>To describe settings, characters and atmosphere in more detail within narratives, integrating dialogue to convey character and advance action</p> <p>Letters - To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms To know the difference in informal and formal language</p> <p>Diaries</p>	<p>Newspaper re trial to know the difference in informal and formal language</p> <p>Persuasive writing – Jurassic Park</p> <p>Narrative with a focus on a losing tale (in the tomb) Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>To assess the effectiveness of others and their own writing</p>

	<p>Poetry To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> <p><i>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</i></p> <p>Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary</p> <p>War poems To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To know the difference in informal and formal language</p> <p>Mock trial spring – Autumn</p>		
<p>Art</p>	<p>2D drawing to 3D making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p>Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p>Famous artists To be able to talk about the roles and purposes of artists, craftspeople and designers (that have been studied) working in different times and cultures. Talking about their importance, work.</p>	<p><u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments.</p> <p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.</p> <p><u>Shadow Puppets</u> Explore how traditional and contemporary artists use cutouts and shadow puppets.</p> <p>Banner stitching - using various needles to produce more complex patterns with care and some accuracy</p> <p>Mary Quant To be able to talk about the roles and purposes of artists, craftspeople and designers (that have been studied) working in different times and cultures. Talking about their importance, work. Discussing with reason whether they like their work or not. Optical art became popular in the sixties</p>

	Discussing with reason whether they like their work or not.		
Computing	<p>Code breaking –scratch Presentations Hyperlinks etc TEAMs re video Multimedia</p> <p>To identify the purpose for selecting an appropriate online tool.</p> <p>To discuss audience, atmosphere and structure of a presentation or video.</p> <p>To collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience.</p> <p>To use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations.</p> <p>To store presentations and videos online where they can be accessed by themselves and shared with others.</p> <p>To evaluate the effectiveness of their own work and the work of others.</p>	<p>Data Handling Creating Media</p> <p>Evaluate their own work and that of others</p> <p>To explore procedures using repeat to achieve solutions to problems with Turtle (J2E) & a floor robot</p> <p>To talk about procedures as parts of a program</p> <p>To Refine procedures to improve efficiency</p> <p>To use a variable to replace number of sides in a regular shape</p> <p>To explore instructions to control software or hardware with an input & using if... then... commands</p> <p>To explore a computer model to control a physical system</p> <p>To change inputs on a model to achieve different outputs</p> <p>To refine & extend a program</p> <p>To identify difficulties & articulate a solution for errors in a program</p> <p>To group commands as a procedure to achieve a specific outcome within a program</p> <p>To write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming.</p>	<p>Inventing a Product Data Handling</p> <p>To use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility.</p> <p>To select appropriate data tool.</p> <p>To identify and present results.</p> <p>Interrogate a database, refining searches to provide answers to questions.</p> <p>To plan investigations using the outcomes from a data logger to show findings</p>
Music	<p>Kapow – Songs of World War II Chime Bars with Alli Rees Christmas Songs</p> <p>We'll meet again - song writing for war - importance of Vera Lynn Composition of 'The Blitz' Voices to instrument Make, do and mend junk band – importance of music and morale Notation and recording on a stave</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p>	<p>Film Music Garage iPad/ Classical musicians</p>	<p>Kapow – Composing Leavers' Song & Performance End of year Performance</p> <p>Outdoor Learning focus linked with Music; making musical instruments with natural / recyclable materials Performance</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as</p>

	<p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Improvise confidently vocally and with instruments from a range of chosen stimuli. Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>			<p>required, keeping in time with others and communicating with the group. Take turns to lead the group.</p> <p>To play syncopated rhythms with accuracy, control and fluency.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.</p> <p>Pulse Rhythm Pitch Timbre Tempo Melody Harmony Lyrics</p>		
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
RE	<p>Creation/Fall Creation and Science: conflicting or complimentary?</p> <p><i>Core Learning & possibly Digging Deeper.</i></p>	<p><i>How do we make moral choices?</i></p> <p><i>(AMV unit 6) Hinduism</i></p>	<p>Gospel What would Jesus do? Core Learning & possibly Digging Deeper.</p>	<p>Salvation What difference does the resurrection make for Christians? Core Learning & possibly Digging Deeper.</p>	<p>Kingdom of God What kind of King is Jesus? Core Learning & possibly Digging Deeper.</p>	<p>How do people express beliefs? Christianity/ Islam/ Hinduism/ Judaism</p>
Maths	<p>Number/Place value Number division, subtraction addition and multiplication Fractions Position and direction</p>		<p>Decimals Percentages Algebra Converting units Perimeter area and volume Ratio Statistics</p>		<p>Properties of shapes Consolidation or SATs prep Investigations and preparation for KS3</p>	
MFL	<p>School</p> <p>WW2</p>		<p>The Weekend</p> <p>Regular Verbs</p>		<p>Habitats</p> <p>Me in the world</p>	