



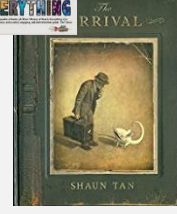
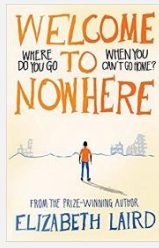

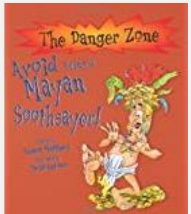


**YEAR 6 – CURRICULUM MAP**

Term & Values	Autumn 1 Thankfulness Kindness & Generosity Friendship	Autumn 2 Peace Trust Compassion	Spring 1 Perseverance Courage Responsibility	Spring 2 Humility Justice Forgiveness	Summer 1 Wisdom Service Creation	Summer 2 Respect & Reverence Hope Truthfulness
Thematic Enquiry Title	Let's circulate Science driver- looking at circulatory system and electrical circuits.	Crime and punishment since 1066 Were crimes and punishments in the past fair? (History Driver)	<i>Welcome to our world.</i> (Geography driver) Contrasting locality What is it like for children who live in Brazil?	Survival of the fittest (science driver- adaptation)	Tea for Two (DT driver)	From the Mountains to the Sea ( Geography driver carried out through visit to Wales- 2 weeks)
Entry Point/visits & Landings/ Special events such as Science week/production /	Heart dissection	Fordingbridge Museum takeover. Invite parents to visit our visitor centre.	Give children a passport that they can stamp in different areas in South America.	Visit to Oxford Natural History Museum	Invite parents to afternoon tea.	Wales residential Forest school Production/ Variety Show. Leavers' service.
Global awareness and responsibility		What is Fairtrade?	Destruction of rainforests		Plight of refugees	
Learning How to Learn	Independence	Reflection	Reflection	Independence	Creative and critical thinking	Working together/ creative and critical thinking
Developing Self (health, safety, spirituality, self-esteem, confidence, relationships)	SEAL New Beginnings	SEAL Say No to Bullying	SEAL Getting on & Falling out	SEAL Good to be Me	SEAL Relationships	SEAL Change
Mathematics (key areas of maths learning)	Number- Place Value (2weeks) Number- addition, subtraction, multiplication and division.(4 weeks)	Fractions (4 weeks) Geometry-position and direction( 1 week)	Number-decimals(2weeks) Number-percentages(2weeks) Number- algebra(2weeks)	Measurement-converting units (1 week) Measurement-area, perimeter, volume (2 weeks) Number- ratio(2 weeks)	Geometry-properties of shape (2weeks) Statistics(2weeks)	Problem solving
English (Learning Journey Title, Purpose, Key text drivers)	Class reader- Stormbreaker Narrative-Alex Rider Discussion texts Site of application persuasive letter  	Poetry Recount- newspaper report Site of application- Spy story Site of application- discussion- Was transportation the best punishment for petty crimes?   	Class reader- Welcome to Nowhere Persuasion- Visit Brazil Information- The Wonder Garden Site of application: letter to persuade family member to come to the city.  	Explanation- Narrative- The Arrival/ Welcome to Nowhere application- newspaper report   	Mars Needs Moms- Review of a mother Narrative Diary entry Site of application- Explanation- How the dinosaurs became extinct.  	To persuade- leaflet about HMC. To entertain- leavers' service memory.  

<p><b>Science</b></p>	<p><b>The art of being human</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b>Scientific enquiry</b></p> <ul style="list-style-type: none"> <li>Debate scientific ideas using evidence that proves/disproves the idea</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments (including research &amp; scientific ideas from known scientists)</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>Scientific enquiry</b></p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising &amp; controlling variables where necessary &amp; being able to explain why.</li> <li>recognise the most appropriate type of enquiry to undertake</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Scientific enquiry</b></p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising &amp; controlling variables where necessary &amp; being able to explain why.</li> <li>recognise the most appropriate type of enquiry to undertake</li> <li>Able to risk assess, identifying hazards and control measures to reduce these</li> <li>take measurements , using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Make conclusions, identify causal relationships in data (e.g. object from light source distance V size of shadow)</li> <li>Explain why data may not be accurate &amp; how much it can be trusted</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Works safely in context of Yr 6 PoS</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, <u>bar and line graphs</u></li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Scientific enquiry</b></p> <ul style="list-style-type: none"> <li>Record data and results of increasing complexity using <u>scientific diagrams and labels, classification keys</u>, tables, scatter graphs, bar and line graphs</li> <li><b>Report and present findings- oral &amp; written forms</b> such as displays &amp; other presentations</li> </ul> <p>Debate scientific ideas using evidence that proves/disproves the idea</p>	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Scientific enquiry</b></p> <ul style="list-style-type: none"> <li>take measurements , using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate</li> <li><b>Report and present findings</b> from enquiries, including conclusions, causal relationships and explanations of &amp; degree of trust in results, <b>oral &amp; written forms</b> such as displays &amp; other presentations</li> <li>Make conclusions, identify causal relationships in data (e.g. object from light source distance V size of shadow)</li> </ul>		

	<ul style="list-style-type: none"> <li>take measurements , using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Make conclusions, identify causal relationships in data (e.g. object from light source distance V size of shadow)</li> <li>Explain why data may not be accurate &amp; how much it can be trusted</li> </ul>					
<b>RE</b>	<b>2b.3 Understanding Christianity:</b> People of God How can following God bring freedom and justice?	<b>Discovery RE:</b> Beliefs and Practices  What is the best way for a Muslim to show commitment to God?	<b>2b.7 Understanding Christianity:</b> Creation Creation and science: conflicting or complementary? Beliefs and moral values	<b>2b.2 Understanding Christianity:</b> Salvation What difference does the resurrection make for Christians?	<b>Discovery RE:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?	<b>2b.8 Understanding Christianity:</b> Kingdom of God What kind of King is Jesus?
<b>Art</b>	Drawing and painting- proportions of the human body. 6. Begin to develop an awareness of composition, scale and proportion in their work. <ul style="list-style-type: none"> <li>Work with a wide range of media of more specialist media and to mix media to achieve desired effects</li> <li>Use the primary colours and black and white to mix a full range of hues and tones</li> <li>Compose the work and plan the effective sue of available space</li> <li>Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements</li> </ul> Discover, know and use proportions of the human body		Drawing and painting-looking at how artists show landscapes. <b>Drawing and Painting</b> 6. Begin to develop an awareness of composition, scale and proportion in their work. 6. Use simple perspective in their work using a single focal point and horizon. 6. Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. <ul style="list-style-type: none"> <li>Work with a wide range of media of more specialist media and to mix media to achieve desired effects</li> <li>Use the primary colours and black and white to mix a full range of hues and tones</li> <li>Compose the work and plan the effective sue of available space</li> <li>Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements</li> <li>Develop techniques to enable them to create and use the key elements of line, tone etc including proportion and simple perspective in their work</li> </ul>	Printing- large scale drape for the classroom (fossils of leaves, animals, insects etc) Use ideas from NHM . Create intricate printing patterns by simplifying and modifying sketchbook designs. <ul style="list-style-type: none"> <li>Make a more complex printing block from polystyrene printing tiles or similar and cutting it to apply more than one colour</li> <li>Build a complex printing block by applying card, string, wool etc</li> <li>Ink up a block and print regular and irregular prints</li> <li>Develop offset prints that investigate a range of tessellated approaches</li> <li>Develop the art language to enable them to identify and talk about pattern and texture in natural and man made objects</li> <li>Relate their work to the work of other artists and describe how these prints could have been made.</li> <li>Develop their own repeat patterns using the computer</li> </ul>		
<b>History</b>		Local history- Fordingbridge museum takeover.				<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British</li> </ul>

		<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> </ul> <p>Sequence up to 10 events on a timeline</p> <ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, considering key concepts in history</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li></li> </ul>				<p>history – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD900; <b>Mayan civilisation c.AD900</b>; Benin (West Africa) c.AD900 - 1300</p> <ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> </ul> <p>Sequence up to 10 events on a timeline</p> <ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, considering key concepts in history</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>Make confident use of a variety of sources for independent research</li> </ul>
<p><b>Geography</b></p>			<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK, a region in a European country and a region within North or South America</p> <ul style="list-style-type: none"> <li>Use primary and secondary sources of information</li> </ul> <p>Describe and understand key aspects of:</p> <p>Physical geography:</p> <ul style="list-style-type: none"> <li>Biomes and vegetation belts</li> <li>For world knowledge, concentrating on environmental regions, key physical and human characteristics and major cities</li> <li>Relate latitude, longitude and global positional knowledge to physical characteristics.</li> <li>Use maps, globes and computer/digital mapping to</li> </ul>			<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build his/her wider knowledge of the UK and wider world</li> <li>Know how rivers erode, transport and deposit materials</li> <li>Use primary and secondary sources of information</li> <li>In UK locate geographical regions and their</li> </ul>

			<p>locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>• Use atlases to find out data about other</li> <li>• Use primary and secondary sources of information</li> <li>• Understand about world weather patterns and relate these to climate zones</li> </ul>			<p>identifying human and physical characteristics and land use patterns, and understand how some of these aspects have changed over time</p>
<p><b>Design &amp; Technology</b></p>		<p><u>Making a burglar alarm</u> how to use learning from science to help design and make products that work</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> <li>• how more complex electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to monitor changes in the environment and control their products</li> </ul>			<p>I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills.</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Where food comes from</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• that seasons may affect the food available</li> <li>• how food is processed into ingredients that can be eaten or used in cooking</li> </ul> <p><b>Food preparation, cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i></li> </ul>	<p><u>Design and make a purse using fabric that has been created through art</u></p> <ul style="list-style-type: none"> <li>• <i>that a 3D textiles product can be made from a combination of fabric shapes</i></li> <li>• <i>that materials can be combined and mixed to create more useful characteristics</i></li> </ul>

<p><b>Music</b></p>	<p><b>Music: HMS Walking the Dog:</b> <b>Dimension: structure and timbre</b></p>	<p><b>Music Unit: Mayans - “Meet the Mayan” song.</b> Dimensions: Structure and dynamics. Perform in an ensemble and sing musically with increasing confidence and control.</p>	<p><b>Music Unit: HMS Short Ride in a Fast Machine</b> Dimensions: Duration and structure. Improvise and compose music for a range of purposes using the inter related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p>			<p>Notation in music: Dimensions: duration and tempo.</p> <p>Preparation for Leavers/Production/Variety show.</p>
<p><b>P.E. &amp; Games</b></p>	<p>Forest school. Take part in outdoor and adventurous challenges both individually and within a team. Netball/basket ball</p> <ul style="list-style-type: none"> <li>• Perform a 'basketball dribble' basketball/netball</li> <li>• When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> <li>• Perform balances with control, showing good body tension</li> <li>• Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</li> <li>• Begin to take more weight on hands when progressing bunny hop into hand stand</li> <li>• Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</li> <li>• Make symmetrical and asymmetrical shapes in the air</li> <li>• Jump along, over and off apparatus of varying height with control in the air and on landing</li> <li>• Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</li> <li>• Explore symmetry and asymmetry throughout the rolling actions</li> <li>• Perform a range of acrobatic balances with a partner on</li> </ul>	<p>Dance:</p> <ul style="list-style-type: none"> <li>• Create longer, challenging dance phrases/dances</li> <li>• Select appropriate movement material to express ideas/thoughts/feelings</li> <li>• Perform dance to an audience showing confidence and clarity of actions</li> <li>• Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>• Show focus, projection, sense of style and musicality (Expressive Skills)</li> <li>• Develop movement using;</li> <li>• Actions (WHAT); travel, turn, gesture, jump, stillness</li> <li>• Space (WHERE); formation, direction, level, pathways</li> <li>• Relationships (WHO); solo/duo/trio, unison/canon/contrast</li> <li>• Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</li> <li>• Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</li> <li>• Link phrases to music</li> <li>• Demonstrate use of space – levels, directions, pathways, size and body shape</li> <li>• Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</li> </ul>	<p>Rugby</p> <ul style="list-style-type: none"> <li>• Perform a 'drop-kick' Tag rugby</li> </ul> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p>	<p>Athletics</p> <ul style="list-style-type: none"> <li>• Sustain pace over longer distance up to 2 mins.</li> <li>• Perform relay change-overs</li> <li>• Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</li> <li>• Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</li> <li>• Organise small groups to SAFELY take turns when throwing and receiving implements.</li> <li>• Explain how warming up affects performance</li> <li>• Explain why athletics can help stamina and strength</li> <li>• Set realistic targets for self, of times to achieve over a short and longer distance</li> <li>• Set realistic targets for self, when jumping for distance or height</li> </ul>	<p>Rounders/ cricket</p> <ul style="list-style-type: none"> <li>• Strike a ball with a range of bats for accuracy and distance – cricket/ rounders</li> </ul> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p>

		<p>the floor and on different levels on apparatus</p> <ul style="list-style-type: none"> <li>• Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</li> <li>• Increase the variety of pathways, levels and speeds at which you travel</li> <li>• Travel in time with a partner, move away from and back to a partner</li> </ul>				
<b>French</b>	<p>Skills developed: listening, speaking, reading, writing</p> <p>Healthy Living</p> <p>The emphasis is to use previous knowledge to talk and write about healthy lifestyle using more complex language.</p> <p>Revision of food and drinks C'est bon pour la santé C'est mauvais pour la santé</p> <p>Revision of sports: Je joue Je fais</p> <p>C'est vrai C'est faux</p> <p>Consolidation of: Date, weather, time, numbers Questions about: name, age, birthday, where we live, brothers or sisters Likes and dislikes Il y a / il n'y a pas – there is / isn't there are / aren't</p>	<p>Skills developed: listening, speaking, reading, writing</p> <p>My day</p> <p>Use verbs to describe everyday activities: je mange - I eat / je joue – I play j'arrive / je travaille – I work / je chante - I sing / je tourne - I turn / je parle - I speak / je bavarde - I chat je rentrer chez moi je passe devant – I go past je passe derrière - I go behind</p> <p>je lis – I read je fais – I do / I make je vais – I go je cours – I run</p> <p>revision of classroom vocabulary: faire l'appel – to do the register la sale de classe – class room la cour – playground la bibliothèque – library la grande sale – hall la recreation</p> <p>Revision of possessive adjective: mon /mes Mon ami(e) , mes ami(e)s</p> <p>avec – with dans – in</p> <p>Consolidation of: Date, weather, time, numbers</p>	<p><b>Skills developed: listening, speaking, reading, writing</b></p> <p><b>Talk about what there is, what I see and what I hear on different continents</b></p> <p><b>Géographie: les continents</b> using wild animals: un lézard un lion un éléphant un tigre un kangourou un loup - wolf un rat un serpent - snake un vautour - vulture un pingouin - penguin un singe - monkey un ours - bear</p> <p>geographical features: un volcan, une plage, une rivière, un desert, un glacier, une vall Je vois/J'entends/il y a Prepositions: dans / sur / près de /</p> <p>Consolidation of: Date, weather, time, numbers Questions about: name, age, birthday, where we live, brothers or sisters Likes and dislikes Il y a / il n'y a pas – there is / isn't there are / aren't</p>	<p>Skills developed: listening, speaking, reading, writing</p> <p>Healthy Living</p> <p>The emphasis is to use previous knowledge to talk and write about healthy lifestyle using more complex language.</p> <p>Revision of food and drinks C'est bon pour la santé C'est mauvais pour la santé</p> <p>Revision of sports: Je joue Je fais</p> <p>C'est vrai C'est faux</p> <p>Consolidation of: Date, weather, time, numbers Questions about: name, age, birthday, where we live, brothers or sisters Likes and dislikes Il y a / il n'y a pas – there is / isn't there are / aren't</p>	<p>Skills developed: listening, speaking, reading, writing</p> <p>To understand the gender of words Rules for masculine/feminine (eg: words ending in “e” are mostly feminine , words ending in “tion” are feminine)</p> <p>Looking at some of the verbs most used in French. (avoir, être, prendre, faire, pouvoir, acheter etc)</p> <p>Consolidation of: Date, weather, time, numbers Questions about: name, age, birthday, where we live, brothers or sisters Likes and dislikes Il y a / il n'y a pas – there is / isn't there are / aren't</p>	<p>Skills developed: listening, speaking, reading, writing</p> <p>A la plage Le 14 juillet</p> <p>Consolidation of: Date, weather, time, numbers Questions about: name, age, birthday, where we live, brothers or sisters Likes and dislikes Il y a / il n'y a pas – there is / isn't there are / aren't</p>





	<ul style="list-style-type: none"><li>• Be discerning when evaluating digital content.</li><li>• Critically evaluate websites for reliability of information and authenticity.</li></ul>					
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