

Year 6 Curriculum Map 2021-22



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	War – A Necessary Evil? (history focus WW1 and WW2)			Are all countries the same? An Indian study (Geography focus)		
English	<p>Sentence structures</p> <p>Historical recount - why WW1 started (History link).</p> <p>Explanation - how the eye works (science link)</p>	<p>Instructions - how to survive an air raid (history link)</p> <p>Biography - Winston Churchill (history link).</p> <p>Performance poetry – Flanders Fields and We Shall Keep the Faith (history link)</p>	<p>Newspaper report - Dunkirk (propaganda element – history link).</p> <p>Descriptive writing - the blackout and an air raid (history link).</p>	<p>Narrative – A futuristic India (geography link)</p> <p>Persuasion - education rights for girls in India (geography link).</p>	<p>Formal letters and informal letters - formal letter from the government persuading people to move out of the slums and informal letter to friends about the proposal (geography link).</p>	<p>Revisiting genres. Non-chronological report. Drugs in sport</p> <p>Personal recount as Calvin Smith.</p> <p>Discussion – drugs in sport. (science/PSHE links)</p>
SPaG	<ul style="list-style-type: none"> - Basic punctuation - Word classes - Tenses (past, present, future, progressive and perfect) 	<ul style="list-style-type: none"> - Complex lists - Adverbs and adverbials - Commands - Coordinating and subordinating conjunctions. - Prepositions - Prefixes and hyphens 	<ul style="list-style-type: none"> - Relative clauses - Parenthesis - Multi-clause sentences - Compound adjectives and hyphens - Adjectival prepositional phrases - Extended noun phrases 	<ul style="list-style-type: none"> - Direct and reported speech - Dashes - Statements, questions and exclamations - Adverbial conjunctions and semi colons - Semi colons and colons in main clauses. - Subjective form 	<ul style="list-style-type: none"> - Apostrophes for omission - Apostrophes for possession - Active and passive voice - Commas to clarify meaning - Formal and informal styles. 	<ul style="list-style-type: none"> - Applying consistently through writing.
Class Texts	Letters from the Lighthouse by Emma Carroll			Broken Glass by Sally Grindley		
Mathematics	<p>Read, write and order numbers to 10,000,00</p> <p>Rounding</p> <p>Negative numbers</p> <p>Factors, multiples and prime</p> <p>Mental calculations with mixed operations</p>	<p>To know the value of each digit in numbers up to 3 decimal places.</p> <p>To multiply decimals by whole numbers.</p> <p>Multiply and divide by 10, 100 and 1000.</p> <p>To know the order of operations.</p> <p>Simplifying fractions</p>	<p>Calculating percentages</p> <p>Comparing fractions, decimals and percentages</p> <p>Converting units of measure including miles and kilometres.</p> <p>Solving problems involving remainders.</p> <p>Ratio and proportion.</p>	<p>Understanding angles on a straight line, opposite angles, angles around a point and missing angles.</p> <p>Calculate the area and volume of shape.</p> <p>Calculate area of parallelograms and triangles</p>	<p>To use simple formulae.</p> <p>To generate and describe number sequences</p> <p>To express missing number problems algebraically</p> <p>To find pairs of numbers that</p>	<p>Investigations and problem solving.</p> <p>Enterprise</p>

	<p>Multiply up to 4-digit by 2 digit Divide up to 4-digit by a 2 digit (long and short) Problem solving involving all of the above.</p>	<p>Comparing and ordering fractions Dividing fractions by whole numbers.</p>	<p>Missing number calculations.</p>	<p>Calculate and compare the volume of cubes and cuboids. Draw 2D shapes using given dimensions and angles. Recognise and build 3D shapes. Classifying shapes based on their properties. Calculating unknown angles in shapes. Describe positions on the full coordinates grid. To draw and translate simple shapes on the coordinate plane.</p>	<p>satisfy an equation with two unknowns. To calculate the mean as an average. To illustrate and name parts of circles including radius, diameter and circumference.</p>	
<p>Science</p>	<p>Light & Shadow (topic links)</p> <p>Understanding that light travels in straight lines and that we see objects because they give out or reflect light into the eyes.</p> <p>Understanding the shape of shadows and how their size is affected by the position of the light source.</p> <p><i>Topic links - night combat, blackouts, and periscopes.</i></p>	<p>Circuits & Electricity</p> <p>To identify the basic parts of an electrical circuit, using recognised symbols.</p> <p>To understand how the number and voltage of cells can affect the other components.</p> <p>To give reasons for variations in how components function.</p>	<p>Evolution & inheritance</p> <p>Understanding why offspring vary and are not identical to their parents.</p> <p>Describing how adaptation leads to evaluation.</p> <p>Recognising why the human skeleton has changed over time. 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>Classification including micro-organisms</p> <p>Describing how living things are classified.</p> <p>Giving reasons for classifying plants and animals based on specific characteristics.</p>	<p>Animals including humans</p> <p>Recognising the impact of diet, exercise, drugs and lifestyle on the way the body functions.</p> <p>Identifying the main parts of the circulatory system and explaining the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Supporting others to lead active and healthy lifestyles by planning and running intra-school events.</p>	

<p style="text-align: center;">Humanities</p>	<p style="text-align: center;">History</p> <p>To understand the impact of the war on the local area. To understand the history of the area. To understand the significance of the Bevin Boys and Land Girls on the area.</p> <p>To understand what started the wars. To analyse different viewpoints on the events, actions, circumstances and people that may have contributed to the start of WWI and WWII</p> <p>To understand significant events in the war. To understand the significance of the Battle of Britain. To reflect on whether Dunkirk was an allied victory. To understand the significance of D Day.</p> <p>To understand the impact of significant people. To research and reflect on the impact of Winston Churchill, Adolf Hitler and Anne Frank.</p> <p>To understand the impact on everyday living. To understand the impact of evacuation on children. To understand the impact of rationing. To understand the role of blackouts and what to do in an air raid. To understand the changing role of women.</p>			<p style="text-align: center;">Geography</p> <p>To investigate places To locate countries and cities of the world and identify their human and physical features. To use geographical resources to compare and draw conclusions about locations. To use a knowledge of time zones to plan a journey.</p> <p>To investigate patterns. To understand how countries are interdependent and interconnected. To understand why some locations are changing. To describe geographical diversity.</p> <p>To communicate geographically To accurately use 8 compass points and 6-figure grid references to describe locations. To communicate the impact of the equator and lines of Capricorn and Cancer on the climate.</p>		
	<p style="text-align: center;">DT and art</p>	<p>Art drawing (linked to history)</p> <p>To use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>To choose a style of drawing suitable to the work.</p>	<p>DT – sewing (poppies)</p> <p>To show precision in technique.</p> <p>To choose a range of stitching techniques.</p> <p>To combine previously learned techniques to create pieces.</p> <p>Art – sculpture (metal soldiers)</p> <p>To show life-like qualities and provoke different interpretations.</p>	<p>Art – paint (poppy Christmas cards)</p> <p>To sketch lightly before painting.</p> <p>To create a colour palette based on colours seen in the natural world.</p> <p>To use the qualities of water colour and acrylic paint.</p> <p>To combine colours tones and tints to enhance the mood of a piece.</p>	<p>Art – collage (Rangoli designs)</p> <p>To collect information and present ideas in a sketch book.</p> <p>To mix textures.</p> <p>To use ceramic materials and techniques.</p> <p>To combine visual and tactile qualities.</p>	<p>DT – Food (Indian food)</p> <p>To understand the importance of the correct storage and handling of ingredients.</p> <p>To measure accurately and scale recipes up and down</p> <p>To demonstrate a range of cooking and baking techniques.</p>

		To use frameworks to provide stability and form. To combine visual and tactile qualities.	To use brush techniques to create texture. To develop a personal style.			
RE	Inspirational People – Muslims & Christians. Linked to the topic by looking at inspirational war figures.		Islamic Relief & Christian Aid. Linked to the topic through their work in India.		Respect & Community – What will make Rotherham a more respectful and peaceful place? Linked to the changes they may experience in their transition to secondary school.	
PHSE	The Caring School Growing up (relationships) -how friendships change - how we are different from our peers -what is “not ok” and where to go for support -Internet safety	Responsibilities – growing up -What is challenge and how do we deal with it? -How am I responsible for me? -What are my rights and responsibilities? -What does it mean to be healthy both mentally and physically? Online safety Age restrictions Negative internet uses Recognising abuse & reporting it	Money Management & Careers -What is a wage / salary? -What do people spend money on? -To understand budgeting -To know there are no ‘male/female’ jobs -To learn about different jobs	World of Drugs Keeping safe online -What risks does the internet and social media pose? -What can you do to ensure you are safe online? What do we know about drugs – caffeine, solvents, drug laws -Peer pressure	Emotions and transition to secondary school -Concerns, questions and fears. -What do we know / want to know about transition? -Mindfulness	Ups and downs of puberty -What does puberty mean? -What happens? -What happens to my feelings? -What support network do I have? -Body image and self esteem
PE	Swimming Invasion Games Gymnastics		Striking & fielding Dance		Athletics Net/ Wall	
Spanish	I’m learning Spanish	Animals	Colours and numbers	Greetings	Presenting myself	
Music						
Computing	Using Modkit to create, design and write code in Robot C (Text based code) to program a robot to fulfil a goal set out on a robotics field. Design and write a program in Python to perform calculations and print words. Work collaboratively online to create and 3D print an attachment for the robot. Manipulate HTML code to show how it can be changed and mis-represented.					

Hook/Celebration	Hook - historical walk of Wath to set the scene of the locality during the world wars and visiting the war memorial to learn some of the stories behind the names. Celebration - a play for parents to demonstrate some of the historical learning and a traditional games session.	Hook – cooking Indian food to mark Vasant Panchami – a festival that marks the beginning of the end of winter. Celebration - family geography quiz and display of Rangoli designs outside the classroom.
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