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**Year 6 Curriculum Map 2019-2020**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | **War – A Necessary Evil? (WW1 and WW2)** | **War – A Necessary Evil? (WW1 and WW2)** | **Can We Adapt To Survive? An Indian Study** | **Can We Adapt To Survive? An Indian Study** | **Change – Friend or Foe?** | **Change – Friend or Foe?** |
| English | Sentence structures (week 1-2)  Recounts (week 3-5)  Explanation (week 6-8) | Instructions (weeks 1-3)  Descriptive writing (weeks 4-6)  Poetry (week 7) | Newspaper report (weeks 1-3)  Biography (weeks 4-6) | Narrative (weeks 1-3)  Persuasion (weeks 4-6) | Formal letters (weeks 1-2)  Informal letters (weeks 3 and 5) | Formal and informal non chronological reports (weeks 1-4)  Balanced arguments (weeks 5-7) |
| SPaG | * Tenses (past, present, future, progressive and perfect) * Adverb(ial)s | * Complex lists. * Expanded noun phrases. * Hyphens * Prepositional phrases * Relative clauses * Parenthesis | * Phrases and clauses * Subordinate clauses * Coordinating conjunctions * Direct and reported speech | * Questions, statements, commands and exclamations. * Modal verbs * Semi colons * Dashes * Apostrophes | * Colons * Active and passive voice * Subjunctive form * Commas for clarity | * Applying consistently through writing. |
| Class Texts | Letters from the Lighthouse | | Broken Glass by Sally Grindley | | If the World were a Village | |
| Mathematics | Place value  Ordering  Rounding  Calculation methods for addition, subtraction, multiplication and division  Negative numbers | Calculation methods  Word problems  Fractions  Graphs  Data handling | Fractions  Decimals  Percentages  Algebra  Measures (conversions)  Time  Angles, area, volume | Ratio  Statistics  Problem solving  Angles  Co-ordinates  Formula  Algebra  Data handling | Word and real-life problems.  All operations  Mixed fractions, decimals and percentages.  Shape | Puzzles, investigations and problem solving.  Enterprise |
| Science | **Light & Shadow (topic links)**  Understanding that light travels in straight lines and that we see objects because they give out or reflect light into the eyes.  Understanding the shape of shadows and how their size is affected by the position of the light source.  *Topic links - night combat, black outs, and periscopes.* | **Circuits & Electricity**  To identify the basic parts of an electrical circuit.  To understand how the number and voltage of cells can affect the other components.  To give reasons for variations in how components function. | **Evolution & Adaptation (topic links)**  Understanding why offspring vary and are not identical to their parents.  Describing how adaptation leads to evaluation.  Recognising why the human skeleton has changed over time.  *Topic – how animals adapt to the various climates and weather conditions in India.* | **Classification including micro-organisms**  Describing how living things are classified.  Giving reasons for classifying plants and animals based on specific characteristics. | **Animals including humans (topic driver)**  Recognising the impact of diet, exercise, drugs and lifestyle on the way the body functions.  Identifying the main parts of the circulatory system and explaining the functions of the heart, blood vessels and blood. | |
| Humanities | **‘War – a necessary evil?’ (history led)**  Understanding the chronology of the wars in British and World History.  Using different sources of evidence to make deductions and hypotheses about the war.  Understanding why there may be different interpretations of events.  Understanding the concept of war propaganda.  Contrasting periods of rapid change in the war with times of relatively little change.  Suggesting why certain events, people and changes in the war might be more significant than others.  Naming and locating some of the countries and cities of the world.  Understanding how the interconnection and interdependence between countries was impacted by the war.  Understanding how the war impacted on the distribution of natural resources. | | **Can we adapt to survive? An Indian study. (geography led)**  To plot the physical and human features of the UK.  To use maps on a range of scales.  Analysing statistics to draw clear conclusions about the physical and human features of India.  Using and analysing the effectiveness of a range of geographical resources in describing the human and physical features of India.  Recognising the impact of natural disasters on India.  Using maps on a range of scales.  Understanding the significance of the equator and the Tropics of Cancer and Capricorn on India’s climate.  Understanding time zones and planning journeys.  Using the 8 compass points, four-figure grid references and ordnance survey symbols to communicate knowledge. | | **Change – friend or for? (science led)**  Recognising the impact of diet, exercise, drugs and lifestyle on the way the body functions.  Identifying the main parts of the circulatory system and explaining the functions of the heart, blood vessels and blood.  Describing how locations around the world are changing and the reasons for the change.  Supporting others to lead active and healthy lifestyles by planning and running intra-school events. | |
| Art and DT | **Electricals and electronics** - Creating circuits (through science).  **Computing** – using code to control and monitor models or products (through ICT)  **Painting** – creating colour palettes based upon the natural world and combing different colours, tones and tints to enhance the mood of a piece.  Using the qualities of different paints and brush techniques to create visually interesting pieces.  **Drawing** – using a variety of techniques to add interesting effects such as shadows and reflections. | | **Food** – Creating Indian food.  Understanding the importance of the correct storage and handling of ingredients.  Measuring accurately and scaling recipes up and down  Demonstrating a range of cooking and baking techniques.  **Collage** – Creating Rangoli designs using materials such as coloured rice to create different visual and tactile qualities. | | **Textiles** – creating a heart cushion using suitable materials and a combination of stitching techniques.  **Drawing** – choosing a style of drawing and using a choice of techniques and lines to depict movement. | |
| 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 topic by exploring how to change Rotherham. | |
| PHSCE | The Caring School  Links made each half term to SEAL | Responsibilities | Relationships | Global Citizenship | World of Drugs | Ups and downs of puberty |
| PE | Invasion Games  Net / wall  Gymnastics | | Striking & fielding  Dance | | Athletics  KS1 / dodgeball tournament | |
| Spanish | Opinions | | School routines | | The World | |
| Music | Charanga Unit 1  I’ll be there  Classroom Jazz | | Charanga Unit 2  A new year carol  Happy | | Charanga Unit 3  You’ve got a friend  Reflect, Rewind & Replay | |
| ICT | Decomposing a larger problem into smaller parts.  (Starting to use Kodu) | | Executing algorithms using programming language (Scratch). | | Using computer networks including the internet | |
| Hook/Celebration | Class visit to the war memorial in Wath and the pictures and background behind the names.  Christmas Peace celebration – arts exhibition (paintings, poetry and drama) and 1940s songs and games. | | Hook – creating Rangoli patterns by the outside doors of classrooms.  Holi themed festival with Indian food to celebrate the beginning of spring and give thanks for harvest. | | Gym introduced into the classroom with timetabled gym sessions.  Intra-school health and fitness events planned by Y6. | |