Year 6 Curriculum Map

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Title | Victorians | WW2 | Inventions | Being Human | Reigate – Our Life | Whole School Topic |
| History | Exploring the Victorian Era, focusing on a number of aspects of daily life- in particular- for poor Victorian children and discovering who helped to improve the lives of these children.  ‘Who was the queen?’ and  ‘What was the Industrial revolution and what impact did it have on Britain and the wider world?’ are additional questions which will be answered. | Focus on WW2 refugees and why people left London and the impact this had on people’s lives now and then.  Explore similarities between refugees and evacuees. |  |  | Finding out about Reigate caves and the different purposes they served throughout history. Project created based on the importance and significance of Reigate throughout history. |  |
| Art | * Mixed media collage with the industrial revolution as their inspiration – machinery and steampunk influence on final collage. | * Painting – Acrylic. Use a range of taught skills to imitate a Monet landscape and then create their own World War 2 landscape of the blitz using the learnt techniques of colour mixing and different brush strokes. |  | Observational sketching skills/life drawing skills, learning a wide range of sketching techniques and use of light and shadow to create an observational still life drawing of arranged fruit. |  |  |
| Science | Evolution | * Light | Electricity | * How the human heart work | * Classification |  |
| Physical Education | **Swimming skills**  **Gymnastics**  Develop flexibility, strength, technique control and balance. Compare performances and improve. Compete | **Swimming skills**  **OAA – PGL**  Outdoor adventurous activity challenges – individual and team.  **Games – Invasion Games – football/ hockey skills**  Run, jump, throw and catch in isolation and together. Play competitive games – attack and defend. | **Swimming skills**  **Gymnastics**  Develop flexibility, strength, technique control and balance. Compare performances and improve. Compete | **Dance – Charleston**  Flexibility, strength, technique control and balance, perform using range of movement patterns. Compare performance with previous. – competition. Link actions and sequences.  **Games – focus on netball**  Run, jump, throw and catch in isolation and together. Play competitive games – attack and defend. | **Games –** Striking and Fielding focus – Rounders/Cricket  **Athletics**  Running, jumping, throwing, competition, technique, compare performances and improve PB. | **Athletics**  Running, jumping, throwing, competition, technique, compare performances and improve PB.  **Dance**  Linked to Summer 2 topic. |
| Design and Technology |  |  | How to solve problems to understand how everyday objects work.  How to design and make models incorporating simple designs.  Design, create and evaluate their own product. Creating a toy for KS1 with a variety of moving parts. |  |  | How to plan and prepare a healthy meal. Revisiting food groups and the need for a balanced diet.   * Pizza and fruit kebab making for end of SATs picnic |
| PSHE/SMSC | School rules and expectations / aspirations and goals.  Friendship | Friendship and anti-bullying   * About refugees — who they are, what their rights are and our responsibilities with regards to this. * About the role of organisations who support refugees and migrants. | E-safety | Drug Education | Healthy Living | RSE |
| Computing | Popplet programme to create timelines | Use Stop frame Animation app to create films about evacuation during WW2. | Scratch will be used to develop children’s programming skills in controlling a sprite focusing on ‘selection’. | Internet research reliability, validity, copyright, how results are ranked.  Use adobe spark video to present findings. | Computer science – scratch / kodu / python? |  |
| Internet Safety | Children will be taught how to:   * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | |
| Geography |  | * About the similarities and differences between places we know. * How and why our families have moved around the world. * How different places are linked. |  |  | Using digimaps to look at the local area past and present. Locating key landmarks and individual places of significance.  Use 6 figure grid references and check using the grid reference tool. Using digimaps to plan the route that the children will take walking into Reigate to visit the caves |  |
| Music – not taught every half term. | Unit based on Oliver! Musical based on the novel Oliver Twist. Also look at Old Time Music Hall traditional songs. | Roundabout – Learn about singing songs in parts. Learn some rounds. Add instrumental parts. Create harmony. Understand how mood is created and influenced by using different scales and chords. | Fresh Prince of Belair - Hiphop  Ensemble rap with  Keyboard accompaniment using G,A and D  In addition, children with particular musical skills will learn parts written for them  Focus on music from the 1980s | Dancing In The Street - This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s.  Listen to and appraise other Motown songs | Happy - This is a six-week Unit of Work. All the learning in this unit is focused around one song:  Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What  makes you happy? Listen to and appraise other songs that make children feel emotion. | Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music  YEAR 6 PRODUCTION |
| RE | What is the ‘Buddhist way of life’? | What do the gospels say about the birth of Jesus and why is it good news? | How do the pillars of Islam help Muslims lead a good life? | Did Jesus have to die**?** | What is the golden rule? | How do people celebrate new life? |
| MFL (Spanish) | Pupils will have a great knowledge of Spanish in listening, reading, speaking and writing. Children will be taught:   * What people are wearing * Hobbies and weekend routines * Description of the house * Numbers 1 to 100 * Hold a simple conversation using appropriate vocabulary | | | | | |