

# Year 6 Rolph– Curriculum Map 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	WW2	WW2	Bionic Bodies	Brave New Worlds and Explorers	Brave New Worlds and Explorers	Mini Dragons Entrepreneurial Spirit
English	Letters from the Lighthouse  Instructions/Fact Files	Letters from the Lighthouse Wartime Poetry  WW2 story/ Letters /Fact files	Pig Heart Boy  Explanation texts Persuasive letters Book review	Bright storm  Fantasy story Fact Files	The Explorer/Sky Song / Race to the Pole?  Explorer story Pole Comparisons	Performance Scripts and transition project work.
Reading	Comprehension Inference, Retrieval, Prior Knowledge, Reading Aloud  Vocabulary, Dictionary Paired reading Y3	Comprehension Inference, Retrieval, Prior Knowledge, Reading aloud Vocabulary, Dictionary Paired Reading Y3	Settings, Characters, Inference Drawing evidence from text Identifying figurative language Fact and Opinion SATS 1 – review answers	Settings, Characters, Inference Drawing evidence from text Identifying figurative language Fact and Opinion	Address gaps relating to class work and recent assessments ready for SATS tests 1,2,3 and following writing opportunities.	Scripts
GPS	Punctuation (., A: ;() -), Modal verbs, expanded noun phrases Various spellings Editing	Antonym, Synonym, Metaphor, Simile, Personification, Homophones 3-4/ 5-6 spelling test Editing	Clauses, Dialogue, Formal/ Informal, Subject/ Verb agreement (plural/singular) Subjunctive form, passive/ perfect form of verbs, revisit apostrophes and tenses	Clauses, Dialogue, Formal/ Informal, Subject/ Verb agreement (plural/singular) Subjunctive form, passive/ perfect form of verbs, revisit apostrophes and tenses	Requirements as per SATS prior to tests and as per writing following SATS.	Requirements as per writing.
Maths	Investigating Number systems Pattern Sniffing Exploring Calculation  <b>Calculation/Arithmetic sessions</b> The four operations revision including decimals. <b>SATS week</b> Line and Bar graphs	Generalising Arithmetic Discovering Equivalences Fractions – Four operations  <b>Calculation/Arithmetic sessions</b> Follow up from SATS Arithmetic work daily (mathsbot.com/ target your maths etc)	Fractions – Reasoning (including ratio and proportion) Exploring Shape Reasoning with measures Statistics (link with Bionic Body topic) <b>Head start testing</b> <b>Calculation/Arithmetic sessions</b> <b>SATS week 2</b> FDP Continued mastery of the four operations.	Solving Number problems Investigating Statistics Visualising shape Algebra <b>Calculation/Arithmetic sessions</b> Review of areas identified through ongoing assessment. <b>Head start testing</b> <b>SATS week 3</b>	Exploring Change Proportional Reasoning Describing position  <b>Calculation/Arithmetic sessions</b> Review of areas identified through ongoing assessment. <b>SATS 2019 (11-14<sup>th</sup> May)</b>	Measuring and Estimating Problem solving and maths investigations  <b>Calculation/Arithmetic sessions</b> The four operations revision and secondary ready calculation.

<b>Science</b>	<p><b>Electricity</b> Pupils should be taught to:</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> <li>• Children will continue to develop their ‘working scientifically’ skills to plan and carry out their own investigations.</li> </ul>	<p><b>Light</b> Pupils should be taught to:</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>Animals including Humans</b> Pupils should be taught to:</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> <li>• Children will continue to develop their ‘working scientifically’ skills to plan and carry out their own investigations.</li> </ul>	<p><b>Evolution and Inheritance</b> Pupils should be taught to:</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> <li>• Sexual Education Yr. 6</li> </ul>	<p><b>Living things and their habitats</b> Pupils should be taught to:</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> <li>• Children will continue to develop their ‘working scientifically’ skills to plan and carry out their own investigations.</li> </ul>	<p><b>Scientists and Inventors</b> Pupils learn about the significance of the work of scientists that have made contributions to the world in which we now live.</p> <p>Children will continue to develop their ‘working scientifically’ skills to plan and carry out their own investigations.</p>
<b>History</b>	<p><b>WW2</b></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> </ul>	<p><b>WW2</b></p> <ul style="list-style-type: none"> <li>• a study over time tracing how several aspects of national history are reflected in the locality.</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> </ul>		<p><b>The History of exploration and discovery.</b></p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> </ul>		
<b>Geography</b>	<b>Geographical skills and fieldwork</b>	<b>Geographical skills and fieldwork</b>		<b>Comparisons of the UK geography and the geography of the Americas and Trade and Economics</b>		<b>Our changing world (focus on the UK coastline).</b>

	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>		<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>describe how erosion changes rocks;</li> <li>name some features of a coastline;</li> <li>name some famous UK coastal features;</li> <li>describe how erosion and deposition change the look of a coastline;</li> <li>identify similarities in photographs of a landscape taken at different times;</li> <li>describe some ways that weather can change the landscape;</li> <li>describe how physical changes have affected Earth since 1800;</li> <li>describe some ways that human activity changes the landscape.</li> </ul>
<b>Design Technology</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Carrot cookie baking (WW2 link)</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Creating functional circuits to produce a product (electronic game for a younger audience).</li> <li>Design and make Periscopes.</li> <li>Shortbread baking</li> </ul>	<ul style="list-style-type: none"> <li>Design, make and evaluate:</li> <li>Bionic hand</li> <li>Circulatory system</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p>Food that is appropriate for different conditions (arctic and tropical environments). Design, make and evaluate packaging/pre-prepped meals.</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p>Designing, making and evaluating mode of transport for exploration that is fit to given environments and criteria.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>Props and materials for the Yr6 production.</li> </ul>
<b>Art</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>			<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	

	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>			<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>		
<b>Computing</b>	<p><b>Research Projects and presenting information clearly for others</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><b>Cyber Safety</b> – protecting information online.</p>	<p><b>E-Safety:</b> Cyber Bullying (anti-bullying week).</p>	<p><b>Using Excel to present complex information and to produce mathematical graphs and data.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p><b>E-Safety:</b></p>	<p><b>Programming: Hyperlinks, transitions and website production.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><b>E-Safety:</b></p>	<p><b>Coding: 3D modelling and extending coding for programming.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p><b>E-Safety</b></p>	<p><b>Research Projects and presenting information clearly for others</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><b>Cyber Safety</b> – protecting information online.</p>
<b>Music</b>	Charanga	Charanga End of Term church service	Charanga	Charanga	Charanga	Charanga  Year 6 production
<b>MFL</b>	Lightbulb Languages	Lightbulb Languages	Lightbulb Languages	Lightbulb Languages	Lightbulb Languages	Lightbulb Languages
<b>RE</b>	Creation and Science: Creation and Science: conflicting or complementary? (Digging Deeper)	Psalm 8: Investigation	Incarnation Was Jesus the Messiah? (Digging Deeper)  Other religion	Incarnation Was Jesus the Messiah? (Digging Deeper)  Other religion	Salvation What difference does the resurrection make for Christians? Unit 2b.7 Resource Understanding Christianity Pentecost	To be confirmed Including Christianity and other faith/ non-worldviews based on key question
<b>PE</b>	Tag Rugby Cricket (Colchester United).	Netball Twickenham Visit	Circuit Training Invasion Sports (Col Utd)	Hockey Gymnastics Golf	Athletics (Col Utd) Dance	Rounders Cricket
<b>PSHE</b>	<b>Going for Goals</b> - how to work well together as a team. Respect and resilience.	<b>Crucial Crew</b> – healthy relationships and safety awareness.	Healthy Eating and impact			Moving on up and TTC/ secondary school transition
<b>Proposed Visits / Visitors</b>	Kingswood Residential Week	Crucial Crew (PSHE) Braintree Museum	Nurse – Sugar study First aider Chiropractor	National Maritime Museum?	Alton Water/ Birch Hall?	