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| Delves Lane Primary School | | Year 6 Curriculum Map | | | | | | | | Delves Lane Primary School |
| **Term** | | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| **Reading and phonics** | | Literal retrieval skills  Vocabulary development | | | Literal retrieval skills  Vocabulary development  Deduction skills | | | Literal retrieval skills  Vocabulary development  Deduction skills  Inferential skills | | |
| **Writing** | **Fiction** | The City of Silence  Text type: Poetry  Focus: Creating poetry using a repetitive structure. | My Secret Bully’  By Trudy Ludwig  Text type:  Narrative  Focus:  Characterisation through narrative and  dialogue. | | Kidnapped  Text type:  Narrative (Quest Story)  Focus:  Building suspense | Alma (animation)  Text type:  Narrative  Focus:  Building suspense through setting | | The Piano  (animation)  Text type:  Narrative (with flashbacks)  Focus:  Tense control | La Luna  (animation)  Text type:  Narrative (fantasy)  Focus:  Dialogue  Alternate ending or different perspective | |
| **Non-fiction** | The Gadget  Text type:  Persuasion  (advert)  Focus:  Use of emotive language and rhetorical questions | Do children spend too long on screens?  Text type: Balanced arguments | | Kidnapped  Text type:  Recount (newspaper report)  Focus:  Use of formal language | Alma (animation)  Text type:  News bulletin  Focus:  Use of formal language | | Should playtimes be banned?  Text type: Balanced arguments | Be Awesome/Go Big  (transition unit)  Focus: autobiographies/ recounts. | |
| **Maths** | | Place Value  Calculation | Fractions  Measurement: converting units | | Ratio  Algebra  Decimals | Fractions, decimals and percentages  Measurement: Area, perimeter and volume  Statistics | | Geometry: Shape  Geometry: Position and direction | Consolidation and problem solving | |
| **Science** | | **How can we classify organisms?**  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals  give reasons for classifying plants and animals based on specific characteristics. | **How do electrical circuits work?**  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  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  use recognised symbols when representing a simple circuit in a diagram. | | **What systems run through our bodies?**  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  identifying scientific evidence that has been used to support or refute ideas or arguments.  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  describe the ways in which nutrients and water are transported within animals, including humans. | | | **Why do the living things in our world look the way they do?**  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  identifying scientific evidence that has been used to support or refute ideas or arguments.  recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | **How does light affect how we see?**  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  recognise that light appears to travel in straight lines  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  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  use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | |
| **History** | | **Why do we remember on November 11th?**   a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | | **What happened to the Ancient Maya?**  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | | | **How has Consett changed over time?**  A local history study | | |
| **Geography** | | **Where does our Energy come from?**  describe and understand key aspects of:   * 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   use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | **What would I see if I visited South America?**  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  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)  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * 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 | | | **Could I climb a mountain?**  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  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * 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   use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | |
| **Art** | | **How can we create art illusions?**  create sketch books to record their observations  improve their mastery of art and design techniques, including drawing with a range of materials  Learn about great artists in history | | | **How did Frida Kahlo create art?**  create sketch books to record their observations  improve their mastery of art and design techniques, including drawing with a range of materials  improve their mastery of art and design techniques, including painting with a range of materials  improve their mastery of art and design techniques, including sculpture with a range of materials  Learn about great artists in history | | | **How can I use art to express myself?**  improve their mastery of art and design techniques, including drawing with a range of materials  improve their mastery of art and design techniques, including painting with a range of materials  improve their mastery of art and design techniques, including sculpture with a range of materials | | |
| **Design and Technology** | | **How can I decorate a Christmas cushion?**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  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  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | **How does a Ferris Wheel turn?**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products. | | | **How do we make great British dishes?**  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. | | |
| **RE** | | **What do Buddhists believe?** | | **How is the religious idea of Christmas expressed through music and art?** | **What happens when we die?** | | **What do we know about the resurrection?** | **So, What do we know about Christianity?** | | |
| **PE** | | **Athletics** | **Dance** | | **Gymnastics** | **Cricket** | | **Netball** | **Tennis** | |
| **PHSE** | | **Being me in my world** | **Celebrating differences** | | **Dreams and goals** | **Relationships** | | **Healthy me** | **Changing me** | |
| **Computing** | | **Coding – Unit 6.1** | | | **Blogging - Unit 6.4** | **Networks - Unit 6.6** | | **Text Adventures - Unit 6.5** | **Quizzing - Unit 6.7** | |
| **Music** | |  |  | |  |  | |  |  | |
| **MFL** | |  |  | |  |  | |  |  | |