

Curriculum map 2021-2022

Year 6

Year 6 Curriculum Map 2021-2022	Autumn			Spring			Summer		
	Domestic church	Baptism/confirmation	Advent/Christmas	Local church	Eucharist	Lent/Easter	Pentecost	Reconciliation	Universal church
	Loving	Vocation and Commitment Judaism	Expectations	Sources	Unity	Death/New Life	Witness Islam	Healing	Common Good
Learning challenge Big Question	<p>Autumn 1topic <i>What makes plants and animals different? (Science)</i></p> <p><i>Back to the Future! How has Britain changed since 1066? (History)</i></p>	<p>Autumn topic 2 <i>Have we always looked like this? (Science)</i></p> <p><i>How has Croydon changed over time? (History)</i></p>	<p>Spring topic1 <i>How are humans able to run a marathon? (Science)</i></p> <p><i>Can the world survive the humans? (Geography)</i></p>	<p>Spring topic 2 <i>How can you light up your life? (Science)</i></p> <p><i>I am year 6 pupil: can you get me out of here! (Geography)</i></p>	<p>Question Summer topic1 <i>Are you a bright spark? (Science)</i></p> <p><i>I am year 6 pupil: can you get me out of here! (Geography)</i> <i>Study week (Geography)</i></p>				
Science Skills/Knowledge	<p>Living things and their inhabitants:</p> <p>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</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>Evolution and inheritance:</p> <p>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>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Animals including humans:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Light:</p> <p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows same shape as the objects that cast them.</p>	<p>Electricity:</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>				

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	<ul style="list-style-type: none"> • 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 • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a 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 					
<p>History Skills/Knowledge</p>	<p><i>Back to the Future! How has Britain changed since 1066? (History)</i></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A significant turning point in British history, for example, the first railways.</p>	<p><i>How has Croydon changed over time? (History)</i></p> <p>A local History Study A study over time tracing how several aspects of national history are reflected in the locality (beyond 1066) Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>				
<p>Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>						
<p>Geography Skills/Knowledge</p>			<p><i>Can the world survive the humans?</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 Understand the environment and the water cycle</p>	<p><i>I am year 6 pupil: can you get me out of here! (Geography)</i></p> <p>Use the eight points of a compass, four-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</p>	<p><i>I am year 6 pupil: can you get me out of here! (Geography)</i></p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	

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	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Continuous Topic World News				
Texts	Discrete (7 weeks) Holidays and Family recount (1) Androcles and the Lion (1) Smuggler's Song (1)(poetry) Happy Here-Short Stories(1) Multicultural week Macbeth (2)	Discrete (7 weeks) (Samuel Coleridge (1)Taylor) A Midsummer Night's Dream (2) Local History Selection (1) A Christmas Carol (2) Research history of 12 days of Christmas	Link to Topic (5.5) Floodland (link with Geography topic) (2) Diary of Anne Frank (2) Science - circulatory system selection (1)	Link to Topic and Trip (6 weeks) Canterbury tales (1) Ali Baba and the 40 thieves (2) Happy Here - short stories (1) Geography River Studies (1)	Discrete (7weeks) The Big Bad Pig and the 3 wolves (1) The Highwayman (poetry) (1)
English Writing and Drama For detail see English Curriculum map	<ul style="list-style-type: none"> • Narrative • Recount - Links with History writing • Newspaper report • Black His • Poetry (link with 	<ul style="list-style-type: none"> • Narrative • Letters • Explanation text link with Science • Croydon airport - historical report • Descriptive writing 	<ul style="list-style-type: none"> • Descriptive writing • Fiction • Report • Explanation- non-fiction Link to Science • Persuasive/ argument Letters • Poetry - Link to geography 	<ul style="list-style-type: none"> • Cross curricular writing with Geography • Narrative • Non-fiction writing 	<ul style="list-style-type: none"> • Report writing • Narrative • Descriptive writing • Poetry - Free verse • Year 6 Production

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<p>Maths For detail see Maths Curriculum map</p>	<p>Linked to topic Timeline – link to history topic</p>	<p>Linked to topic Timeline – link to Local history topic Population of Croydon overtime Census</p>	<p>Linked to topic Data handling – link with Science topic</p>	<p>Linked to topic Timeline – link to history topic Measure – link with science</p>	<p>Linked to topic Compass directions/co-ordinates – link with geography topic.</p>	<p>Linked to topic</p>
<p>Computing</p>	<p>Creativity – design and film a movie</p>	<p>Computational Thinking – coding for micro-bits</p>	<p>Computer networks – search Linked to Big Question lessons</p>	<p>Communication/ Collaboration Social Media and live streaming</p>	<p>Computational thinking/programming – Design and program a moving toy. Linked to Science Electricity topic</p>	<p>Computer networks – HTML Research Skills Ada Lovelace/Charles Babbage</p>
<p>Online E-Safety</p>	<p>Privacy and Security Copyright and ownership</p>	<p>Online bullying</p>	<p>Health, wellbeing and lifestyle</p>	<p>Information Literacy Self-image and self-identity</p>	<p>Online relationship and communications</p>	<p>Online reputation Digital footprint</p>

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<p>MFL</p>	<ul style="list-style-type: none"> Understand possessive pronouns and create longer sentences (my, you, his, hers etc) Understand more classroom objects Say the names of classroom objects Write to Father Christmas to ask for presents – say they would like something/have not got something 	<ul style="list-style-type: none"> Understanding someone’s description (agreement between noun/adjective etc) Say someone’s description Say numbers 30-60 Recognise why adjectives change depending on the noun Write numbers 30-60 in French . . 	<ul style="list-style-type: none"> and then 60-100 Respond to commands using the imperative Say various holiday activities and if they like/dislike them Understand future tense – say what they would like to do in the future. 			
<p>Creative arts Art</p>	<p>Drawing/painting: Self portraits – mixing colours (skin tones)</p> <ul style="list-style-type: none"> Can they explain what their own style is? Can they use a wide range of techniques in their work? <p>Can they explain why they have chosen specific painting techniques?</p>	<p>Discrete teaching: Perspective – Christmas card Extended to drawing real streets and house from different eras linked to Local History</p> <p>Can they combine pattern, tone and shape?</p> <p>Collage</p> <ul style="list-style-type: none"> Create a Mood board linked with Croydon, local history Can they justify the materials they have chosen? Can they combine pattern, tone and shape? 	<p>Discrete teaching: What can we recycle to make a recycling banner? (Link with geog topic)</p> <p>USE of IT</p> <ul style="list-style-type: none"> Do they use software packages to create pieces of digital art to design. Can they create a piece of art which can be used as part of a wider presentation? 	<ul style="list-style-type: none"> Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? 	<p>Discrete Teaching Can you spray that again please?</p> <ul style="list-style-type: none"> Can they overprint using different colours? <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>	<p>3D/Textiles/Collage: Design and make a wall hanging for leaving Year 6.</p>

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<p>Creative Arts DT</p>		<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product? <p>The changing face of Croydon (Link with history topic)</p> <ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? <p>Can they include technical aspects in their work, e.g. architectural design?</p>	<p>Materials: Mouldable materials</p> <ul style="list-style-type: none"> • Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience? 	<p>Discrete teaching: Cooking and nutrition: Create a healthy salad</p> <p>Cooking and nutrition: Can they explain how their product should be stored with reasons?</p> <p>link with history topic)</p> <ul style="list-style-type: none"> • Can they use tools and materials precisely? • Do they change the way they are working if needed? <p>Do they consider culture and society in their designs?</p> <ul style="list-style-type: none"> • Can they work within constraints? 	<p>Materials/construction/ mechanisms: Electrical games – link with science topic</p> <ul style="list-style-type: none"> • Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product? • Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience? • Can they use a range of information to inform their design? • Can they use market research to inform plans? 	<p>Materials/construction/3D: Props for production</p> <p>Textiles</p> <ul style="list-style-type: none"> • Have they given considered thought about what would improve their product even more?
<p>Expressive Arts Music For detail see Charanga scheme</p>	<p>Charanga module: Happy Can they combine groups of beats?</p> <p>Music with Mrs Longhurst practice/reading music Can they perform parts from memory? Can they analyse features within different pieces of music?</p>			<p>Charanga module: You've got a friend Can they use a variety of different musical devices in their composition (including melody, rhythms and chords)?</p>	<p>Year 6 production- How can we show our class has the X factor? Charanga module: I'll be there</p> <p>Music with Mrs Longhurst-recorder practice/reading music</p> <p>Can they take the lead in a performance? Can they sing a harmony part confidently and accurately?</p>	

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Expressive Arts Dance	Dance with Sophie	Gymnastics	Gymnastics	Gymnastics		
P.E. For detail see <i>Get Set</i> scheme and PE progression map	Get set 4 PE fitness	Dance	Gymnastics	Rounders	Athletics	Team building and outdoor adventurous activities
PSHE	TEN TEN Module 1 Created and Loved by God Unit 2 Session 1 Calming the storm NSPCC Speak out Stay SAFE	Friendship week/ Anti bullying Firework safety	TEN TEN Module 1 Created and Loved by God Unit 2 Session 1 Gifts and Talents Session 2 Girls' Bodies Session 3 Boys' Bodies Session 4 Spots and Sleep Unit 3 Session 1 Body Image Safer internet day Life bus visit	TEN TEN Module 1 Created and Loved by God Unit 3 Session 2 Funny Feelings Session 3 Emotional Changes Session 4 Seeing Stuff Online	TEN TEN Module 1 Created and Loved by God Unit 4 Session 1 and 2 Making Babies Session 3 Menstruation Red Cross First Aid Training	TEN TEN Module 3 Created to live in a community Unit 1 Session 1 Trinity House Session 2 Catholic Social Teaching Unit 2 Session 1 Reaching out Road safety