

Year 6 Curriculum Map

	English	Mathematics	RE	PE	PSHE	French
Term 1 Fit for Life	<p><u>Fiction</u> Key Text -There's a Boy in the Girls' Bathroom Star Author – Louis Sachar Identifying how authors have developed characters and settings. Describe characters, settings and atmosphere. Writing musts – use of expanded noun phrases and relative clauses.</p> <p><u>Non-Fiction</u> Biographies – William Harvey Identifying the audience for a piece of writing and assessing the effectiveness of a text. Writing musts – Use of correct and consistent tenses and choosing words to enhance the meaning of a piece of writing.</p> <p><u>GPS</u> Using expanded noun phrases to convey complicated information concisely. Using brackets, commas or dashes to indicate parenthesis. Using relative clauses beginning with a relative pronoun. Using hyphens to avoid ambiguity. Use further prefixes and suffixes and understand the guidance for adding them. Continue to distinguish between homophones and other words that are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use a thesaurus.</p>	<p><u>Number</u> Place Value - Count, read, write and order numbers up to 10 000 000 (including negative numbers and decimals). Identify the place value of a number with up to 3 decimal places. Round numbers to a required degree of accuracy. Using negative numbers in context. Generate and describe linear number sequences. Multiply and divide numbers by 10, 100 and 1000. Solve number problems using knowledge of place value.</p> <p><u>Shape, space & measure</u> Conversion - Convert measurements of length, mass, and volume. Solve problems involving conversion. Using conversion graphs to convert imperial and metric units of measure.</p>	<p><u>What would Jesus do?</u> Explore Jesus' teachings and how they inspire Christians today. Consider the extent to which Jesus' values would benefit today's world. What is the importance of the value of love? How did Jesus teach his followers to love? What do Jesus' parables about forgiveness teach to Christians today? Consider profound questions about forgiveness.</p>	<p><u>Athletics</u> Completing a decathlon competition by running, throwing, catching, developing technique, mastering control. Develop own games and activity to promote health.</p>	<p><u>Living in the Wider World</u> To understand that there are basic human rights shared by all people. Understand there are universal rights to protect everyone. Know that children have their own special rights.</p>	<p><u>Actions</u> Using action verbs in the first person. Using action verbs in the third person singular. Using some adverbs. Naming craft materials. Using the perfect past tense in the third person singular form.</p>

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Term 2 Remembrance	<p><u>Fiction</u> Key Text – Warhorse Star Author – Wilfred Owen (<i>WW1 poet</i>) Making comparisons across books. Discussing the authors’ use of figurative language. Descriptive narrative of battles with speech to move the action forward. Writing musts – using modal verbs (should, could, must) for letter and diary writing. Ensuring a range of techniques are used across a piece of writing.</p> <p><u>Poetry</u> Use terms: metaphor, simile, imagery, style and effect. Write own poem in the style of Wilfred Owen. Prepare poems to be read aloud using tone and volume.</p> <p><u>Non-Fiction</u> – Non-Chronological Reports Summarising ideas from more than one paragraph. Writing musts – punctuating bullet points correctly to add effect and use of passive voice.</p> <p><u>GPS</u> Using passive verbs to affect the presentation of information in a sentence. Using modal verbs or adverbs to indicate degrees of possibility. Using hyphens to avoid ambiguity. Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters. Continue to distinguish between homophones and other words that are often confused. Use dictionaries and a thesaurus.</p>	<p><u>Number</u> Four Operations Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including formal written methods and decimals up to 2 dp. Identify common factors, multiples and prime numbers. Solve multiplication problems using numbers up to 4 digits by a 2-digit numbers using formal and informal methods. Divide numbers up to four digits by up to 2-digits, using short and long division methods, interpreting remainders appropriately. Explore the order of operations, including brackets. Use the inverse to check. Use estimation to check answers to calculations and determine levels of accuracy in a context of a problem. Solve multi-step problems in context, deciding which operations and methods to use and why.</p> <p><u>Shape, space & measure</u> Properties of shape (angle focus) Draw 2D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and size. Find unknown angles in any triangles, quadrilaterals and regular polygons. Find missing angles on a straight line or where vertically opposite. Name parts of the circle including: radius, diameter and circumference. <i>Recognise and build 3D nets- cross curricular link to DT</i></p>	<p><u>What do religions say to us when life gets hard?</u> What do religions say to us when life gets hard?</p> <p>What questions have you got about what happens when we die?</p> <p>What do some people think carries on after we have died?</p> <p>Do some people believe that you can come back to life as a different thing?</p> <p>Do you get to heaven if you do things wrong?</p> <p>What do Christians think happen when we die?</p>	<p><u>Dance</u> Creating a dance inspired by the New Zealand Haka.</p> <p>Copying and repeating movement.</p> <p>Adapting movements to suit a purpose.</p>	<p><u>Relationships</u> Marriage is a commitment freely entered into by both people; no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p>	<p><u>In France</u> Learning where some French cities are located in France.</p> <p>Talking about tourist attractions in Paris.</p> <p>Learning about French-speaking countries.</p> <p>Naming popular French foods.</p>

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Term 3 Mayans	<p><u>Fiction</u> Key Text – Alice in Wonderland Star Genre – Classics Increased familiarity with classic British stories. Sharing a range of texts, comparing language and storyline. Write own short story.</p> <p><u>Non-Fiction</u> – Persuasive Writing- product advert and formal letter. Summarising ideas from more than one paragraph. Writing musts – formal and informal vocabulary, use of ambitious vocabulary.</p> <p><u>GPS</u> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Indicate grammatical and other features by using commas to clarify meaning. Using semi-colons, colons or dashes to mark boundaries. Continue to distinguish between homophones. Endings which sound like –cial and –tial Words ending in –ant, ance/ancy, -ent, -ence/ency Use knowledge of morphology and etymology in spelling. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use dictionaries and a thesaurus.</p>	<p><u>Number</u> Fractions, decimals and percentages -</p> <p>Simplify fractions and find common denominators. Compare and order fractions. Add, subtract, multiply and divide fractions. Calculate equivalent decimals and fractions and percentages. Calculate fraction and percentage of amounts. Use equivalent fractions, decimals and percentages to solve problems.</p> <p><u>Shape, space & measure</u> Geometry – Translate and reflect a shape in 4 quadrants. Write the coordinates of a translated or reflected shape and explain the rule in terms of x and y.</p> <p><u>Area and Perimeter –</u> Recognise the pattern between shapes of the same area in related to their perimeter. Calculate the area of parallelograms and triangles using a formula.</p> <p><u>Volume</u> Calculate, estimate and compare the volume of cubes and cuboids.</p>	<p><u>Why do some people believe God exists?</u> How many people believe in God? Is God real? How do we know what is true? Why do people believe or not believe in God? <i>What do Christians believe about how the world began? Do they all share the same idea?</i> <i>Is God real? Why do some people believe God exists? Why do some people believe God doesn't exist?</i></p>	<p><u>Outdoor Ball games</u> Throwing, catching, and hitting the ball, working in a team. Considering tactics.</p>	<p><u>Health and Wellbeing</u> To recognise pressure to behave in unacceptable ways from peers. To discuss solutions to deal with peer-pressure. To recognise online peer-pressure. To understand the purpose of a range of adverts and the different responses they aim to produce in order to sell products</p>	<p><u>Family</u> Naming extended family members. Saying how many siblings they have. Talking about the household tasks they do and have done. Forming sentences using “on”. Vocabulary associated with birthday parties.</p>

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Term 4 World War 2	<p><u>Fiction</u> Key Text – Friend or Foe by Michael Morpurgo Star Author – Michael Morpurgo Considering characters’ feelings and actions, using evidence from the text. Writing musts – using a mixture of passive and active voice to add interest to sentences.</p> <p><u>Non-Fiction</u> Newspaper Reports – reporting on the declaration of war. Retrieve, record and present information from non- fiction.</p> <p><u>GPS</u> Using the perfect form of verbs to mark relationships of time and cause. Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. Punctuating bullet points consistently. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Words ending in –able, -ible. Words ending in –ably, -ibly. Adding suffixes beginning with vowel letters to words ending –fer. Use of a hyphen to join a prefix to a root word. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use a thesaurus.</p>	<p><u>Number</u> Ratio and proportion Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p><u>Algebra</u> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p><u>Shape, space & measure</u> Statistics Interpret and construct pie charts and line graphs. Calculate the mean as an average.</p>	<p><u>What matters most to Christians and Humanists?</u> How should we care for others and the world, and why does it matter?</p> <p>What can we learn from religions about deciding right and wrong?</p> <p>Does religion help people to be good?</p>	<p><u>Tag Rugby</u> Handling the ball. Running and passing with the ball. Strategies of attack. Strategies of defence. Understanding of game play.</p> <p>Mini Tournament.</p>	<p><u>Living in the Wider World</u> Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p> <p>To explore and critique how the media present information.</p> <p>Understand how information contained in social media can misrepresent or mislead.</p>	<p><u>A weekend with Friends</u> Talking about activities that they might do at the weekend.</p> <p>Expressing what they would and wouldn’t like to do.</p> <p>Asking others if they would like to do something.</p> <p>Naming foods associated with midnight feasts.</p> <p>Giving a reason for accepting or declining an invitation.</p>

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Term 5 The end of World War 2	<p><u>Fiction</u> <u>Key Text</u> – Skellig <u>Star Author</u> – David Almond Write a short story including description of setting and character. Writing musts: Developing character and setting descriptions.</p> <p><u>Poetry</u> Reading and performing poetry by William Blake.</p> <p><u>Non-fiction</u> <u>Features of Coast</u> Explanation text. Read a range of texts about coasts. Note down important information about coasts. Visit local coastline, making notes and drawings. Create an explanation text about the local coastline. Writing musts: Technical language.</p> <p><u>GPS</u> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Understand the use of apostrophes. Using modal verbs or adverbs to indicate degrees of possibility. Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p><u>Number</u></p> <p>Revision</p> <p>Problem solving and Investigation Solve number and practical problems. Solve problems involving all four operations. Solve addition and subtraction multi-step problems in context. Use estimation to check answers. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping.</p> <p><u>Shape, space & measure</u> Measure Use, read, write and convert between standard units of time. Solve problems involving converting between units of time.</p> <p>Calculate, estimate and compare volume of cubes and cuboids.</p> <p><i>Investigation of cliff heights using clinometers.</i></p>	<p><u>What difference does it make?</u> What does it mean for Hindus, Muslims and Christians to commit to key beliefs? How do Muslim people build their community? How does it feel to be a part of the Muslim Ummah? How do Hindus show their commitment to ahimsa?</p>	<p><u>Netball</u> Learn essential team building skills. Play as part of a team. Learn the rules of a game.</p>	<p><u>Keeping Secrets</u> To understand the concept of keeping something confidential or secret. To recognise and challenge stereotypes. To recognise and manage dares.</p>	<p><u>The Future</u> The future tense in the first, second and third person singular and first person plural.</p> <p>Using adjectives to compare people.</p> <p>More ways to describe how they are feeling.</p>

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Term 6 Life on Earth	<p><u>Fiction</u> Key Text – Clockwork Star Author – Philip Pullman</p> <p>Diary entry in the role of Charles Darwin. Writing a complaint letter. Writing a persuasive leaflet. Describing an animal in the style of <i>Fantastic Beasts</i>. Writing musts – formal and informal vocabulary, use of ambitious vocabulary.</p> <p><u>Non-Fiction</u> Create explanation text on fossils. Writing Non-Chronological reports on animal adaption. Writing Musts- technical language.</p> <p><u>GPS</u> Using expanded noun phrases. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using modal verbs, adverbs, brackets, dashes, commas, colons and semi-colons.</p>	<p><i>Cross curricular links to Creative Curriculum</i></p> <p><u>Number</u> Problem solving and Investigation</p> <p>Using scale factor to draw time lines. Using knowledge of place value to understand size of microbes and magnification. Explore number sequences (Fibonacci) in nature.</p> <p><u>Topic</u> Problem solving and Investigation</p> <p>Interpreting graphs, tables and charts. Data Handling. Using clinometers. Investigating circumference.</p>	<p><u>Sikhism Transition Unit</u> What helps you through the journey of life? Explore two key ceremonies that can form part of a Sikh’s life journey. Explore why community is key to Sikh beliefs. To understand the key beliefs of Sikhism. To describe important places for Sikhs.</p>	<p><u>Rounders</u> Learning the rules of a game. Playing as a team.</p>	<p><u>Puberty Talk</u> <u>Transition to Secondary School</u></p>	<p><u>Jobs</u> Naming a number of jobs in French. Saying what they want to be when they’re older. Naming some workplaces. Saying vocabulary linked to space stations and fire stations.</p>

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Term 1 Fit for Life	<u>The Circulatory System</u> Identify the main parts of the human circulatory system. Know the main function of the circulatory system. Understand the effect of exercise on the body. Know the importance of the digestive system and healthy food sources.	<u>Digital Literacy</u> Explain how to report unwanted online behaviour Explain dangers of spending too long online Understand some websites have age restrictions to keep us safe Create a safe profile and create a song to portray the message of staying safe online	<u>Study of William Harvey.</u> <i>Research and study the life of William Harvey.</i>	<u>Identify the differences between North America and the UK.</u> Use atlas to locate and find information on key areas of the UK and North America. Compare American and UK key physical and human characteristics. Understanding northern and southern hemisphere and the equator.	<u>Making Picasso hearts.</u> Look at examples of Picasso's artwork. Use pastels to sketch in the sketchbook.	<u>Designing a savoury snack.</u> Identify healthy food choices. Research current healthy produce on the market. Design, make and evaluate own healthy snack.	Play a musical instrument with control and accuracy. Sing songs in tune, perform as a soloist, in a duet, quartet and groups.	<u>Hook:</u> Dissect and observe pig/ lamb heart. Introduction to the structure of the heart and the vital role it plays in the circulatory system. <u>Outcome:</u> Plan and create their own well-being day. Class assembly. <u><i>Harvest Festival</i></u> <i>– Pupils will prepare a presentation for the service.</i> <u><i>School Council elections will take place</i></u>	Visit to local area on the Downs to see the whole of Dover and play designed games and eat healthy food. <i>Residential (Kingswood St Martins)</i>

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Term 2 Remembrance	<u>Electricity</u> Identify, and scientifically draw, various electrical components, within a simple circuit. Know the function of components in a circuit. Investigate how brightness of a bulb is affected in a simple circuit. Create own simple circuit for DT product.	<u>Digital Literacy</u> Explain the school's procedure for reporting incidents Understand when sharing online can be dangerous and understand the consequences Discuss positive and negative aspects of digital alternations Identify fact, opinion and bias within the content of website/ information I have found. Explain pros and cons of modern technology	<u>World War 1</u> Understand the causes of World War 1. Know the countries involved in World War 1. Explore how remembrance has shaped Britain today.	<u>Locate and identify the countries involved in World War 1.</u> Map locations of main battles during World War 1. Notice changes in the map of Europe in 1914 to modern day Europe.	<u>Art Gallery</u> Make observational drawings of still life images- sketches of horses in sketchbooks. Silhouette art of horses in battle- developing skills brushstroke skills using watercolours. <u>Creating poppies.</u> Sculpting clay poppies, developing the mastery of art to add detail.	<u>Designing a light box.</u> Research and evaluate existing light boxes. Design and make own Christmas themed light box. Evaluate success of overall product.	Improvise and compose music including the nine dimensions of music.	Hook: Source boxes to explore the life of soldiers. Outcome: Art gallery of war horse inspired art. (Parent viewings). <i>Pupils will take part in various activities to celebrate Christmas including: producing items to sell at the Christmas Fair, and cards to take home.</i>	Visiting Dover War Memorial to lay wreaths.

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Term 3 The Mayans	<p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Explain that we see things because light travels from light sources to our eyes.</p> <p>Begin to explore the process of refraction.</p> <p>Using our knowledge of light to answer key questions.</p>	<p><u>Information Technology</u></p> <p>Create a 3D model using appropriate software</p> <p>Understand films use green screen technology to create special effects</p> <p>Use a range of software tools and animation techniques</p> <p>Create a series of engaging animations using a range of media.</p>	<p><u>Mayans</u></p> <p>Understanding Mayan culture.</p> <p>Appreciate Mayan culture and achievements.</p> <p>Understand the term civilisation.</p>	<p><u>Human Geography</u></p> <p>Understand how settlements, natural resources and trade links.</p> <p>Use terms import and export.</p> <p>Discuss why trade needs to be fair.</p> <p>Understand how natural resources are distributed (food).</p> <p><u>Physical Geography</u></p> <p>Use atlases to observe and compare the topographical features of key South American countries.</p>	<p><u>Mayan sculptures and patterns</u></p> <p><i>Make observational sketches of Mayan sculptures and patterns to inform DT design.</i></p>	<p><u>Evaluate existing products.</u></p> <p>Understand the journey of fair trade foods.</p> <p>Taste and evaluate fair trade foods.</p> <p><u>Design and make own Mayan weaving.</u></p> <p>Plan own weaving using traditional Mayan colours and patterns based on Art sketches.</p> <p>Develop weaving techniques.</p> <p>Evaluate the plan, process and final product.</p>	<p>Read and play a simple piece of written music, using a chosen tuned instrument.</p>	<p>Hook: Exploring Fair trade (chocolate) to understand the importance of trade.</p> <p>Outcome: Create a non-chronological report in the style of Horrible Histories, to present to Year 4.</p>	

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<p>Term 4</p> <p>World War 2</p>	<p><u>Investigating Light</u></p> <p><i>Design own experiment to investigate which fabrics are most effective at blocking light.</i></p>	<p><u>Information Technology</u></p> <p>Create a spreadsheet.</p> <p>Know how to use 'SUM' to add up numbers in columns and rows.</p> <p>Know how to enter formulae, change data and predict the results.</p>	<p><u>World War 2</u></p> <p>Understanding the progression of World War 2 between 1939 and 1945.</p> <p>Show awareness of the role of Dover in World War 2- Battle of Britain & Operation Dynamo.</p> <p>Use primary and secondary sources to draw inferences on the impact of evacuation.</p> <p>Use primary and secondary sources to discuss the impact of the Blitz on daily life.</p>	<p><u>Mapping skills</u></p> <p>Mapping countries involved in World War 2.</p> <p>Using six-figure grid references to locate bombed sites in key towns/ cities across Europe.</p>	<p><u>Blitz Artwork</u></p> <p>Use of a range of medium to create different effects.</p> <p>Creating silhouettes to show London in the Blitz. Building on brush technique with watercolours in Term 1, and creating detail with pastels.</p>	<p><u>Designing Blackout Curtains</u></p> <p>Using our knowledge of light to experiment with a range of materials.</p> <p>Creating a product to solve a problem.</p> <p><u>Design an Anderson Shelter</u></p> <p>Using photos, pupils will plan and make their own model Anderson Shelters.</p>	<p><u>World War 2 songs</u></p> <p>Learning the words and origin of common World War 2 songs.</p> <p>Listen and respond to songs from a particular historical period.</p>	<p>Hook:</p> <p>Declaration of war day. Children dressed up, given new personas and evacuated.</p> <p>Outcome:</p> <p>VE day street party (T5)</p>	<p>Dover Castle – Operation Dynamo.</p>

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Term 5 The end of World War 2	<p><i>Perform experiments to understand the processes of chemical weathering - link to prior learning in Year 4/5 on States of Matter.</i></p>	<p>Computer Science</p> <p>Know there are many different types of code/ computer languages.</p> <p>Create a program which uses multiple algorithms.</p> <p>Use logical reasoning to detect and debug mistakes in a program and in my algorithm</p>	<p>World War 2</p> <p>Understand the purpose of propaganda posters.</p> <p>Understand the impact of rationing.</p> <p>Understand how Britain marked the end of WWII.</p> <p>Consider local history of Dover.</p>	<p>Enrichment week- Changes to local coastlines.</p> <p>Use six figure grid references and keys to locate and identify coastal features.</p> <p>Understand how weathering and erosion change coastlines over time.</p> <p>Identify changes in our local coastline.</p> <p>Use fieldwork to observe local coastal features.</p> <p>Discuss effective coastal management strategies to prevent/ slow erosion.</p>	<p>Observational Drawings</p> <p>Make observational drawings of coastal features.</p> <p>Create natural sculptures at the beach.</p> <p>Using a range of mediums to create a collage of a local coastline.</p>	<p>Designing and creating a VE day menu</p> <p>Consider typical foods for a VE day street party.</p> <p>Design and make VE day invitations.</p> <p>Design and make VE day decorations.</p> <p><i>Pupils will use designs to host a VE style street party.</i></p>	<p>World War 2 songs</p> <p>To sing and play parts in unison, performing at our street party.</p> <p>Perform songs as a soloist, or as part of a duet, quartet or group.</p>	<p>Hook: Visit to Secret Wartime Tunnels.</p> <p>Outcome: VE Day Street Party.</p> <p><i>Pupils will learn the importance of coastal safety.</i></p>	<p>Visit from RNLI to discuss coastal safety.</p> <p>Trip to Botany Bay and Joss Bay to explore changes in coastal features.</p>

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Term 6 Life on Earth	<p><u>Evolution</u> Calculate the duration between human evolution.</p> <p>Understand that fossils provide information about living things.</p> <p>Use classification keys to group living things.</p> <p><u>Living Things and their Habitats</u> Describe how living things are classified.</p> <p>Observe characteristics of micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Multimedia</u> Create a video based on their time at school, adding sound and special effects to the video.</p> <p>Use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p> <p>Talk about how a computer model can provide information about a physical system.</p>	<p><u>Study of Key Scientists.</u></p> <p><i>Pupils will research and understand the role Charles Darwin, Mary Anning and Carl Linnaeus played to their respective scientific fields.</i></p>	<p><u>Biomes</u></p> <p>Understand what a biome is.</p> <p>Locate key biomes around the world.</p> <p>Describe the features of each different biomes, and link to previous knowledge of adaption to explain why particular plants and animals grow/ live there.</p>	<p><u>Creating own animal.</u></p> <p>Use a range of mediums to draw and create own animal.</p>	<p><u>Creating a diorama</u> Design a shoebox diorama of their chosen biome.</p> <p>Create a final representation of their chosen biome.</p>	<p><u>Production</u> To sing in tune and in unison.</p> <p>Listen to a range of live performances.</p>	<p><u>Hook:</u> Archaeological Dig for 'fossils'</p> <p><u>Outcome:</u> Creating diorama of chosen biome.</p> <p><i>Pupils will perform a production.</i></p> <p><i>Pupils will perform an assembly to reflect on their learning over their time at school.</i></p>	<p><i>Science Jamboree</i></p> <p><i>Residential (Bowles- Vale View and Priory Fields)</i></p>