|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 6 Curriculum Map 2023-2024** | | | | | | | | | | | |
|  | **Autumn** | | | | **Spring** | | | **Summer** | | | |
| **Trips and visitors** | Bikeability  Roberts Bakery  Tatton Park  Hartford St John’s Church | | | | Bikeability  Conway residential  Young Voices | | | RE Place of Worship visit  End of year surprises! | | | |
| **English** | **Star of Hope, Star of Fear by Jo Hoestlandt** *Outcome Fiction: flashback story Information text* | | | **Can we save the tiger? by Martin Jenkins**  *Outcome Information/ explanation/ persuasion: hybrid text Recount: diary* | **Selfish Giant by Oscar Wilde**  *Outcome Fiction: classic narrative Explanation* | | **Jemmy Button by Alix Barzelay & Island by Jason Chin**  *Outcome Recount: journalistic report (hybrid text) Discussion* | **Manfish by Jennifer Berne**  *Outcome Recount: biography Fiction* | | **Sky Chasers by Emma Carroll**  *Outcome Fiction: adventure story Recount: autobiography* | |
| **Guided Reading** | **When we were Warriors by Emma Carroll**  Genre – Poetry, Fiction: historical | | | **Jungle Book by Rudyard Kipling** (Macmillan), Martha’s Suitcase by The Literacy Company  Genre – Fiction: classic Information | **The Happy Prince and Other Tales by Oscar Wilde**  Genre – Fiction: classic | | **The Explorer by Katherine Rundell,** Exploring the Amazon by The Literacy Company  Genre – Information, Fiction: contemporary | **Great Adventurers by Alistair Humphreys**  Genre – Information | | **Sky Chasers by Emma Carroll**  Genre – Fiction: adventure | |
| **Maths** | Number: Place Value  Number: Addition, Subtraction, Multiplication and Division  Fractions  Measurement: Converting Units | | | | Ratio  Number: Algebra  Decimals  FDP  Area, Perimeter and Volume  Statistics | | | Shape  Position and Direction  Investigations | | | |
| **Science** | During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * 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 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. | | | | | | | | | | |
| **Light**  Sc6/4.1a    recognise that light appears to travel in straight lines  Sc6/4.1b    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  Sc6/4.1c    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  Sc6/4.1d    use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | **Electricity**  Sc6/4.2a    associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Sc6/4.2b    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  Sc6/4.2c    use recognised symbols when representing a simple circuit in a diagram. | | | | **Animals including humans**  Sc6/2.2a    identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Sc6/2.2b    recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Sc6/2.2c    describe the ways in which nutrients and water are transported within animals, including humans. | | | **Living things and their habitats**  Sc6/2.1a    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  Sc6/2.1b    give reasons for classifying plants and animals based on specific characteristics. | | **Evolution**  Sc6/2.3a    recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  Sc6/3.2b    recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Sc6/2.3c    identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| **History / geography** | **WW2**  **Why was the battle of Britain a significant turning point in World War 2?**  **Geography Knowledge**   * Know the names and locations of countries involved in WW2. * Know why some areas and ports are important.   **Geography Skills**   * Use atlases to identify geographical reasons why places were targeted during WW2. * Identify why certain locations were the focus of the battles during WW2.   **History Knowledge**   * Know how Britain changed beyond 1066. * Know that the lives of wealthy people were different from the lives of poorer people currently.   **History Skills**   * Know how Britain has had a major influence on the world. * Know about the main events from a period of History, explaining the order of events and what happened. * Research in order to find similarities and differences between two or more periods of History. * Know how to place features of historical events and people from the past societies and periods in a chronological framework. | | | | **Industrious Victorians**  **Why was innovation so important during the Victorian times?**  **Geography Knowledge**   * Know how locations changed due to industrialisation. * Know how natural resources of a locality were used to develop industrialisation.   **Geography Skills**   * To use atlases to locate industrial areas and their geographical features.   **History Knowledge**   * Know how Britain changed beyond 1066. * Know about a period of history that has strong connections to their locality and understand the issues associated with the period. * Know that the lives of wealthy people were different from the lives of poorer people currently.   **History Skills**   * Know how crime and punishment has changed over a period of time. * Know how the lives of wealthy people were different from the lives of poorer people. * Research in order to find similarities and differences between two or more periods of History. * Know how to place features of historical events and people from the past societies and periods in a chronological framework. | | | **Rainforests – Lungs of the Earth**  **How is South America (Brazil) the same and different to the UK?**  **Geography Knowledge**   * Know the names of and locate several South American countries. * Know they key differences between living in the UK and in a country in South America. * Know what is meant by biomes and what are the features of a specific biome. * Label layers of a rainforest and know what deforestation is.   **Geography Skills**   * Know how to use graphs to record features such as temperature or rainfall across the world. | | | |
| **Computing** | **Internet communication**  Recognising how the WWW can be used to communicate and be searched to find information | | **Webpage creation**  Designing and creating webpages, giving consideration to copyright, aesthetics and navigation. | | **Variable in games**  Exploring variables when designing and coding a game. | | **Introduction to spreadsheets**  Answering questions by using spreadsheets to organise and calculate data. | **3D modelling**  Planning, developing and evaluating 3D computer models of physical objects. | | **Sensing**  Designing and coding a project that captures inputs from a physical device. | |
| **Design and Technology** | Electrical Systems | | | | Mechanical Systems | | | Food | | | |
| **Art** | Shadow Puppets | | | | Take a Seat | | | Set Designs | | | |
| **PE** | Lacrosse (CT)  Tag Rugby (TC) | | | Dance (CT)  Indoor athletics (TC) | Handball (CT)  Netball (TC) | | Football (CT)  Gymnastics (TC) | Cricket (CT)  Tennis (TC) | | Sports day athletics | |
| **RE** | How and why do Christians worship? What are the benefits for believers? | | | What can be done to reduce racism? Can religion help? | How is the Muslim faith expressed thorough family life? | | How do Sikhs worship? | What are some of the differences and similarities within Christians locally and globally? | | What is the kingdom of God and what do Christians believe about the afterlife? | |