

Year 6 Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>RE <i>Following 'The Way, the Truth and the Life' Scheme</i></p> <ul style="list-style-type: none"> Year 6 subject content <p><u>Progression</u></p>	The Kingdom of God	Justice (link to history)	Exploring the Mass	Jesus, the Messiah	The Transforming Spirit	Called to Serve
<p>Literacy</p>	Warhorse (pre-learning for history next half term) Persuasive Letters (link to geography – persuade not to pollute oceans) Instructions	War Poetry (link to history and RE) Explanation Texts(link to science) Newspapers (link to history news reports about the war)	The Pike Non-Chronological Reports (link to science - dinosaurs)	The Island at the End of Everything (link to art and history) Persuasive Letters (link to history)	Macbeth Sonnets Discussion Texts – Macbeth evil or weak? Other non-fiction genres linked to Macbeth	Performance - Speaking and Listening –Summer Production Playscripts Presentations – linked to hist/geog projects
<p>Maths <i>Following the Wandsworth Themes</i></p>	Solving problems using place value and decimals (4 weeks) Solving problems using written and mental calculation and conversions (4 weeks) Developing, using and reasoning about fractional equivalence (2 weeks)		Geometric problem solving and reasoning (4 weeks) Reasoning about data (4 weeks) Calculating to solve problems (with both whole numbers and fractions) (2 weeks)		Revision of all topics covered (5 weeks) Binary Numbers (1-2 weeks) The Fibonacci Sequence (2 weeks) Planning a Leavers' Party (1-2 weeks) Vitruvian Man (1-2 weeks)	
<p>Science</p> <ul style="list-style-type: none"> NC Year 6 Content <p><u>UKS2 Skills Progression</u></p>	Animals, including humans	Electricity (link to literacy – explanations)	Evolution and Inheritance (link to literacy non chron))	Light	Living Things and their Habitats	
<p>History</p> <ul style="list-style-type: none"> NC KS2 Content <p><u>Progression</u></p>		WW1 (link to literacy and RE)	Social Reform – changes in an aspect of social history that extends understanding beyond 1066 (link to literacy – the treatment of people with diseases)			Entertainment and Leisure in the 20 th Century (Link to literacy speaking and listening)
<p>Geography</p> <ul style="list-style-type: none"> NC KS2 Content <p><u>Progression</u></p>	Rivers (link to literacy and art) Understanding the impact of river processes on the River				Geographical Skills	
<p>Art</p> <ul style="list-style-type: none"> NC KS2 Content <p><u>Progression</u></p>	Sculpture – Plastics in our Rivers and Oceans (link to literacy and geography) <i>(Using mixed materials, including plastic)</i>		Collage and Painting – Pike in their habitat (link to literacy - poetry)		Sculptures -Figures in motion (link to PE, science)	
<p>DT</p> <ul style="list-style-type: none"> NC KS2 Content <p><u>Progression</u></p>		Textiles - Slippers		Pinhole camera (link to science)		
<p>Computing <i>Following the Discovery Education Coding Scheme</i></p> <ul style="list-style-type: none"> NC KS2 Content <p><u>Progression</u></p>	Coding: Unit 1	Digital Literacy (<i>Websites; E-safety</i>)	E-Safety	Sketch-Up (<i>3D Modelling</i>)	Coding: Unit 2 E-Safety	
<p>PE</p> <ul style="list-style-type: none"> NC KS2 Content 	Cross-country Swimming: survival skills	Cross-country Invasive games. Indoor Athletics	Cross Country Invasive games. Indoor Athletics/Fitness Training.	Striking games. Indoor Hockey	Striking games. Net/wall Games.	Tennis Sports Day Preparation

<p><u>UNICEF</u> <u>CONVENTION ON</u> <u>HUMAN RIGHTS</u> <u>Rights Respecting</u> <u>Articles</u></p>	<p>Universal Rights: Article 1: All are free and equal in dignity and rights Article 2: The rights apply to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. Article 3: The right to life, liberty and the ability and security of person</p>	<p>Children's Convention: Article 13: The right to learn Article 28: The right to an education Article 29: Education should develop each child's personalities and talents to the full. Article 30: Right to learn and use the customs of the family</p>	<p>Children's Convention Article 31: The right to relax and play, and join in with a range of activities</p>	<p>Children's Convention Article 12: The right to give an opinion and for adults to take that opinion seriously</p>	<p>Children's Convention Article 9: The right not to be separated from parents Article 10 and 11: The right not to be taken away from your country:</p>	<p>Children's Convention Article 27: The right to a standard of living adequate to meet physical and mental needs Article 32: The right to be protected from danger Article 33: The right to be protected from drugs</p>
<p><u>British Values</u></p>	<p>Tolerance of other faiths</p>	<p>Individual Liberty</p>	<p>Individual Liberty</p>	<p>Democracy</p>	<p>Rule of Law</p>	<p>Rule of Law</p>
<p><u>PSHE</u> <i>Following the Jigsaw Scheme</i></p>	<p>Being Me in My World</p>	<p>Celebrating Differences</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me <i>Following the 'All that I am' scheme produced by the Diocesan Department of Religious Education. A resource focusing on personal, social and spiritual education.</i></p>
<p><u>Spanish</u></p>	<p>Greetings, Routines, Colours and Weather To review greetings and routines (<i>asking for the name, age, mood and date</i>) To ask and answer where they live and where they come from. To review the colours. Weather conditions (<i>sunny, hot, cold, rainy, snowy, windy, cloudy, foggy</i>) Rules of the classroom (<i>silence please, listen, open/close the door, stand up/sit down, please/thank you</i>)</p>	<p>Food, Sports and Descriptions To review food and learn how to order food in a restaurant. To write what they like and dislike. To review sports and analyse most popular sports in Spain. To review parts of the body and the face (<i>new ones: eyebrows, eyelashes</i>) and give descriptions</p>	<p>Culture, Animals and Family To review animals and descriptions (<i>using adjectives: small/big, tall/short, dangerous, strong</i>) Use verbal and written sentences starting 'there is/are ...' and 'I have got...' New family members (<i>aunt, uncle, cousins</i>) Review transport Exploring Spanish Culture</p>	<p>World of Work Vocabulary about work: jobs (<i>teacher, doctor, policeman, fireman, astronaut, pilot...</i>); items/objects Verbal and written sentences 'When I grow up I want to be...' To ask and answer questions in Spanish Listening skills: to play videos and show understanding of the meaning</p>	<p>Cities and Directions The city (<i>shops, main street, town hall, post office, library, theatre, museum...</i>) Review the directions (<i>turn to the right/left...</i>) To learn how to ask for and give directions Read a map and listen for instructions to find something on the map. Different cities of Spain.</p>	<p>Holidays To review regular verbs and make simple written and spoken sentences To introduce some irregular verbs. Understanding information about different destinations in Spain; choose the best; write a summer holiday postcard Read a text and analyse information. Write a small advert about places in Spain to go on holiday.</p>