

Year 6 Curriculum Map 2021-2022

	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	Exploring the Mass	Jesus, the Messiah	The Transforming Spirit	Called to Serve
<p>RSE <i>Following Ten Ten resources</i></p>	Gifts and Talents Spots and Sleep	Body Image Funny Feelings	Emotional Changes Self Talk Feeling Funny	Seeing Stuff Online	Menstruation	Girls Bodies Boys Bodies Trinity House Reaching Out
Literacy	Warhorse Persuasive Letters Instructions	War Poetry Explanation Texts Newspapers	The Pike The Island at the End of Everything Discussion Texts	The Island at the End of Everything Non-Chronological Reports	Macbeth Sonnets Discussion Texts - evil or weak?	Speaking and Listening 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 <ul style="list-style-type: none"> NC Year 6 Content <u>UKS2 Skills Progression</u></p>	Animals, including humans	Electricity	Evolution and Inheritance	Light	Living Things and their Habitats	
<p>History <ul style="list-style-type: none"> NC KS2 Content <u>Progression</u></p>			Social Reform - changes in an aspect of social history that extends understanding beyond 1066 Crime and Punishment			Entertainment and Leisure in the 20th Century
<p>Geography <ul style="list-style-type: none"> NC KS2 Content <u>Progression</u></p>	Rivers Understanding the impact of river processes on the River				Geographical Skills - Is Balham a good location to live in?	
<p>Art <ul style="list-style-type: none"> NC KS2 Content <u>Progression</u></p>	Sculpture - Plastics in our Rivers and Oceans <i>(Using mixed materials, including plastic)</i>		Collage and Painting - Pike in their habitat	Sketching - Butterflies	Sculptures - Figures in motion	
<p>DT <ul style="list-style-type: none"> NC KS2 Content <u>Progression</u></p>		Textiles - Slippers (to run into spring 1 by 2 weeks)				
<p>Computing <i>Following the Discovery Education Coding Scheme</i></p> <ul style="list-style-type: none"> NC KS2 Content <u>Progression</u>	Coding: Unit 1	Digital Literacy (Websites; E-safety)	E-Safety	Sketch-Up (3D Modelling)	Coding: Unit 2 E-Safety	

<p>PE</p> <ul style="list-style-type: none"> NC KS2 Content 	<p><u>1 Hour</u> Cross-country distances: timed individual challenges, paired support whilst running and team relay events. Invasive games. Tag-rugby/Netball/Football. Developing team awareness and support of each other whilst competing <u>½ Hour</u> Swimming: survival skills</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations 	<p><u>1 Hour</u> Cross-country: as before. Invasive games. Netball/tag-rugby/football: concentrating on decision making within a defensive and an attacking role. Target practice and shooting technique. <u>½ Hour</u> Indoor Athletics: jumps, throws and agility events. Refining technique and thinking why this affects the result, self and peer assessment of techniques and recording results.</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team 	<p><u>1 Hour</u> Cross Country: as before. Invasive games. Netball/ football/hockey: developing the skills which allow an individual to influence the outcome of the game and to recognise how to change tactics according to the level of competition <u>½ Hour</u> Indoor Athletics/Fitness Training. Bleep test: an endurance test where the children compete against the clock. Circuit training: 10 different stations working on different parts of the body to achieve a better level of fitness and support this with increased strength.</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team 	<p><u>1 Hour</u> Striking games. Rounders/Cricket: reminding of rules and tactical play which allows children to see the bigger picture rather than be influenced by their personal performance; communication and decision making is fundamental. <u>½ Hour</u> Indoor Hockey: taking the skills from outside onto a faster surface. Developing skills through competitive team games, from 1v1 to 4v4.</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team 	<p><u>1 Hour</u> Striking games. Rounders/Cricket: striking the ball and knowing where you are aiming; accuracy of bowling; decision making when fielding; backing up team players <u>½ Hour</u> Net/wall Games. Tennis: forehand, backhand and volley techniques; underarm serve and simple scoring structure.</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team 	<p><u>1 Hour</u> Tennis. Tournament: mixed doubles, boys’ and girls’ doubles and a singles tournament. A chance to practice skills, umpire and score fairly when not involved in a match. <u>½ Hour</u> Sports Day Preparation: javelin throw, standing triple jump, long distance running, sprint starts and finishes, baton exchange practice</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team 	
<p>PSHE <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>Spanish</p> <ul style="list-style-type: none"> NC KS2 Content <u>Progression</u> 	<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>); <i>items/objects</i> 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>	
<p>Music – over the year</p>	<p>Pulse When performing solo or in an ensemble, follow direction to change tempo accurately within pieces of music</p>	<p>Rhythm Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and tempos</p>	<p>Melody and Notation Perform and compose using 8 pitched notes; capture the work in different forms including staff notation so that it can be recreated</p>	<p>Active Listening Talk about the key features of music including tempo, metre, instrumentation and melody</p>	<p>Improvising and Composing Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures</p>	<p>Performing Perform confidently and accurately individually and as part of a group</p>	<p>Singing Sing expressively and musically, responding to the performance directions of the piece eg phrasing dynamics; sing more extended harmony parts</p>