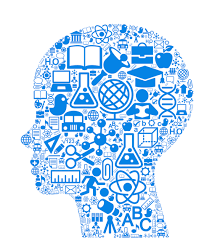
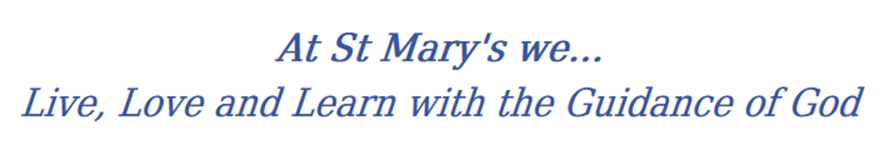
******Year 6 Long Term Curriculum Map**



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **RE** | Loving  Vocation and commitment | Expectations  Judaism | Sources  Unity | Death and new life | Witnesses  Healing | Islam  Common good |
| **PSHE** | **Being Me In My World**  Identifying goals for the year  Global citizenship  Children’s universal rights  Feeling welcome and valued Choices, consequences and rewards Group dynamics  Democracy, having a voice  Anti-social behaviour  Role-modelling | **Celebrating Difference**  Perceptions of normality  Understanding disability  Power struggles  Understanding bullying  Inclusion/exclusion  Differences as conflict,  difference as celebration  Empathy | **Dreams and Goals**  Personal learning goals, in and out of school Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising achievements  Compliments | **Healthy Me**  Taking personal responsibility  How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health  Managing stress | **Relationships**  Mental health  Identifying mental health worries and sources of support Love and loss  Managing feelings  Power and control  Assertiveness  Technology safety  Take responsibility with technology use | **Changing Me**  Self-image  Body image  Puberty and feelings  Conception to birth  Reflections about change  Physical attraction  Respect and consent  Boyfriends/girlfriends  Transition |
| **English** | 1.Narrative  2.Journalistic Style | 1.Poetry  2. Biography  3.Narrative  4. Diary | 1.Argument  2.Non-Chronological Report  3.Explanation  4.Letter of Complaint | 1.Instructions  2.Myths  3.Descriptive Poetry | 1.Balanced Argument  2.Informal Letter  3.Narrative | 1.Persuasive Writing  2. Letters  3.Poetry |
| **Class Text** | Image result for private peaceful book |  |  |  | Image result for macbeth ks2 front cover | C:\Users\ALMcClurey\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\48FF98E3.tmp |
| **History** | Industrial Revolution (Turning point in history) WW1 WW2 Battle of Britain(Turning point in history) Present Day  **Food Transport Democracy** | | | | | |
| **Geography** | **Locational and place knowledge**  Investigating and locating major world cities / locations from WW1 and WW2  Focussing on their key characteristics  How are they similar and different  **Human and physical geography**  Transformation of societies (changes in manufacturing and transportation).  **Geographical Skills and Field Work**  Use maps, atlases, globes and digital media to locate countries  Use four and six figure grid references | | | **Locational Knowledge:**  UK main rivers(e.g. Tyne, Wear, Tees, Thames, Mersey, Severn) trade links  World Rivers  Coasts  **Human and physical geography**  Rivers: trade links, natural resources including energy, food, minerals & water.  Compare geographical areas.  Water Cycle – including supply problems  **Geographical Skills and Field Work**  Use maps, atlases, globes and digital media to locate countries  Use four and six figure grid references  Interpret OS Maps | | |
| **Science** | Animals inc humans:  circulatory systems and healthy lifestyles | Electiricity :Circuits, symbols, voltage and investigations | Chemical reactions: Irreversible changes and separating materials | Living things and their habitats: classification and micro-organisms | Evolution and Inheritance | Light and sound: reflection and refraction |
| **Working Scientifically**  Develop pupils’ skills in working scientifically and create more independent, analytical scientists who plan their own lines of enquiry.  **Scientists that changed the world**  Compare scientists from then and now; looking specifically at Hawking and Darwin | | | | | |
| **Maths** |  | |  | |  | |
| **Art** | **Drawing:** Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).Choose a style of drawing suitable for the wo(e.g. ealistic or impressionistic). | **Painting:** Sketch (lightly) before painting to combine line and colour.  Use brush techniques and the qualities of paint to create texture.  Combine colours,  tones and tints to enhance the mood of a piece. | **Sculpture:**  Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.  Use frameworks (such as wire or moulds) to provide stability and form. | **Collage:** Mix textures (rough and smooth, plain and patterned).  Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. | **Digital media**  Enhance digital media by editing (including sound, video, animation, still images and installations). | **Print:** Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. |
| **DT** | **Food**  Celebrating culture and seasonality  (including cooking and nutrition requirements for KS2) | | **Mechanical Systems**  Pulleys or gears | | **Textiles**  Combining different fabric shapes  (including computer-aided design) | |
| **Music** | Pop/Motown | Jazz, Latin, Blues | Benjamin Britten  (Western Classical Music), Gospel, Bhangra. | Music And Identity | The music of Carole King | Western Classical Music and your choice from Year 6 |
| **PE** | **Invasion games (RRC)**  Running, throwing, catching, passing  (Tag rugby)  **Swimming** | **Invasion games**  Running, throwing, catching, passing  (Tag rugby)  **Swimming** | **Gymnastics**  Sequence speed, level, direction, rotation  **Dance** | **Outdoor and adventurous** | **Striking and fielding**  Running, throwing, jumping, | **Athletics**  Running, throwing, jumping, competing. |
| **MFL** | Verbs and grammar | At School | The Weekend | WW11 | Health Lifestyle | Habitats |
| **Computing** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** | **31** | **32** | | **YEAR 6**  **\*** | **Unit 6.1**  **Coding**      **Number of Weeks** – 6    **Main Programs** – 2Code | | | | |  | **Unit 6.2**  **Online safety**    **Weeks** – 2    **Programs** -  Various | | | **Unit 6.3**  **Spreadsheets**      **Weeks** – 5    **Programs** – 2Calculate | | | | | **Unit 6.4**  **Blogging**      **Weeks** – 5    **Programs** – 2Blog | | | | | **Unit 6.5**  **Text Adventures**    **Weeks** – 5    **Programs** – 2Code, 2Connect | | | | | **Unit 6.6**  **Networks**    **Weeks** – 3 | | | **Unit 6.7**  **Quizzing**    **Weeks** – 6    **Programs** – 2Quiz, 2DIY,  Text Toolkit, 2Investigate | | | | | | | | | | | |