

# Year 6 Curriculum Map 2019 – 20



Autumn 2019		
	Term 1	Term 2
<b>RE</b>	<p><b>CREATION</b></p> <p>Creation and science: conflicting or complementary? in the wider context of 'Big Questions'</p> <p><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>	<p><b>GOSPEL</b></p> <p>What would Jesus do? CHRISTMAS theme 2 lessons</p> <p><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>
<b>PE</b>	<p>Invasion Games</p> <p>Learn the skills required to invade an opponent's part of a space and pass different types of balls accurately. OAA: Bowles residential</p> <p><b>Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.</b></p>	<p>Dance/Movement</p> <p><b>Foster Creativity</b> <b>Develop Learning Resilience</b> <b>Foster Communication Skills.</b> <b>Encourage Self Expression.</b></p>
<b>Computing</b>	<p>Let's Learn A Language Knowlsey City Learning Centre Plans</p> <p>By year 6 it is anticipated that the children will have prior experience of coding using a visual based programming language, such as Scratch or Kodu but this is likely to be the first time they will code using a scripting language i.e. writing lines of code as opposed to dragging blocks to build algorithms and programs. The aim of this activity is to introduce children to the world of programming languages, of which there are many. They will experiment with learning some basic Python code using either iPads, PC or Macs.</p> <p><b>Develop Independence</b> <b>Foster Communication Skills</b> <b>Develop Learning Resilience</b></p>	<p>Heroes and Villains - Graphics Knowlsey City Learning Centre Plans</p> <p>This project will take you through the steps to create your own Heroes and Villains style game using the program Scratch. As the hero of the game you will battle against the villain to collect diamonds and destroy each other's health. The aim of the game is to either be the first to collect 5 diamonds or destroy the villain's health to 0.</p> <p><b>Develop Independence</b> <b>Foster Communication Skills</b> <b>Develop Learning Resilience</b></p>

	<b>Foster Communication Skills</b>	<b>Foster Communication Skills</b>
<b>Science</b>	<p>Evolution and Inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Encourage Self-Belief</b>  <b>Encourage Enquiry</b>  <b>Encourage Self Expression</b></p>	<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Encourage Self-Belief</b>  <b>Encourage Enquiry</b>  <b>Encourage Self Expression</b></p>
<b>Music</b>	<p>Journeys</p> <p>Song cycle performance.</p> <p>Unit 2 in Music Express.</p> <p><b>Encourage Self Expression</b>  <b>Foster Creativity</b></p>	<p>World Unite</p> <p>Focus on step dance performance, link to PE.</p> <p>Music Express Unit 1.</p> <p><b>Encourage Self Expression</b>  <b>Foster Creativity</b></p>
<b>Languages</b> (Use classroom instructions in French throughout the year.)	<p>French</p> <p>Food and drink</p> <p>(Specific vocabulary, names etc)</p> <p>Have a tasting session.</p> <p>Tout Le Monde Level 2</p> <p><b>Develop Learning Resilience</b>  <b>Foster Communication Skills</b>  <b>Understand Diversity</b></p>	<p>French</p> <p>Food and drink</p> <p>(How to order food and drink, read menus and pay for meal.)</p> <p>Tout Le Monde Level 2</p> <p><b>Develop Learning Resilience</b>  <b>Foster Communication Skills</b>  <b>Understand Diversity</b></p>
<b>PSHE</b>	<p><b>Encourage Self-Belief</b>  <b>Foster Communication Skills</b></p>	<p><b>Encourage Self-Belief</b>  <b>Foster Communication Skills</b></p>

	<p style="text-align: center;"><b>Encourage Self-Expression</b> <b>Understand Diversity</b></p>	<p style="text-align: center;"><b>Encourage Self-Expression</b> <b>Understand Diversity</b></p>
<b>Art and Design</b>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">Drawing and Painting</p> <p style="text-align: center;"><b>Encourage Self Expression</b> <b>Foster Creativity</b> <b>Develop Learning Resilience</b></p>
<b>Design Technology</b>	<p style="text-align: center;">Pizza</p> <p style="text-align: center;"><b>Encourage Self Expression</b> <b>Foster Creativity</b> <b>Develop Learning Resilience</b></p>	<p style="text-align: center;">N/A</p>
<b>Topic Based Learning (History and Geography)</b>	<p style="text-align: center;">Vikings – Their Occupation of Britain. (History)</p> <p style="text-align: center;"><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>	<p style="text-align: center;">Vikings – Their Occupation of Britain. (History)</p> <p style="text-align: center;"><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>

Spring 2020		
	Term 3	Term 4
RE	<p style="text-align: center;"><b>ISLAM</b></p> <p style="text-align: center;">What does it mean to be a Muslim in Britain today? (Part 2)</p> <p style="text-align: center;"><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>	<p style="text-align: center;"><b>SALVATION</b></p> <p style="text-align: center;">What difference does the resurrection make for Christians?</p> <p style="text-align: center;"><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>
PE	<p style="text-align: center;">Gymnastics</p> <p style="text-align: center;"><b>Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.</b></p>	<p style="text-align: center;">Gymnastics</p> <p style="text-align: center;"><b>Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.</b></p>
Computing	<p style="text-align: center;">Appy Times – Part 1 Knowlsey City Learning Centre Plans</p> <p style="text-align: center;">There is a revolution coming and it is called ‘wearable technology’ which is clothing incorporating computer and advanced electronic technologies. This wearable technology craze has begun and it's not going to slow down anytime soon. In fact, a new report revealed that wearables will have a major impact on our everyday lives over the next decade. So the children’s task is to design a piece of wearable technology that links in with a smart phone app. Their app in some way must improve learning in schools.</p> <p style="text-align: center;"><b>Develop Independence</b> <b>Foster Communication Skills</b> <b>Develop Learning Resilience</b> <b>Foster Communication Skills</b></p>	<p style="text-align: center;">Stocks and Shares Knowlsey City Learning Centre Plans</p> <p style="text-align: center;">This apttivity is designed to give children an understanding of the stock market but more importantly engage them in a task that makes them analyse data, make informed choices, present and critique their decisions. It has been designed to bring together all their ‘office’ skills and show how they can be used to complement each other.</p> <p style="text-align: center;"><b>Develop Independence</b> <b>Foster Communication Skills</b> <b>Develop Learning Resilience</b> <b>Foster Communication Skills</b></p>

<b>Science</b>	<p style="text-align: center;">Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p style="text-align: center;"> <b>Encourage Self-Belief</b>  <b>Encourage Enquiry</b>  <b>Encourage Self Expression</b> </p>	<p style="text-align: center;">Animals Including Humans</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p style="text-align: center;"> <b>Encourage Self-Belief</b>  <b>Encourage Enquiry</b>  <b>Encourage Self Expression</b> </p>
<b>Music</b>	<p style="text-align: center;">Growth</p> <p style="text-align: center;">Street Dance Performance</p> <p style="text-align: center;">Music Express Unit 3</p> <p style="text-align: center;">Link to street acts in California (Topic link)</p> <p style="text-align: center;"> <b>Encourage Self Expression</b>  <b>Foster Creativity</b> </p>	<p style="text-align: center;">Roots</p> <p style="text-align: center;">Mini musical performance about the effects of slave trade on a West African village.</p> <p style="text-align: center;">Music Express Unit 4.</p> <p style="text-align: center;">Link to stories from other cultures in Literacy (Journey to Jo'Burg)</p> <p style="text-align: center;"> <b>Encourage Self Expression</b>  <b>Foster Creativity</b> </p>
<b>Languages</b> <i>(Use classroom instructions in French throughout the year.)</i>	<p style="text-align: center;">French</p> <p style="text-align: center;">Rooms around the house.</p> <p style="text-align: center;">Names of the given rooms. Move onto describing how many of each they have in their house etc.</p> <p style="text-align: center;">Tout Le Monde Level 2</p> <p style="text-align: center;"> <b>Develop Learning Resilience</b>  <b>Foster Communication Skills</b>  <b>Understand Diversity</b> </p>	<p style="text-align: center;">French</p> <p style="text-align: center;">Furniture</p> <p style="text-align: center;">Names for furniture (bed, door etc). Spoken, describe their own house/classroom/school.</p> <p style="text-align: center;">Tout Le Monde Level 2</p> <p style="text-align: center;"> <b>Develop Learning Resilience</b>  <b>Foster Communication Skills</b>  <b>Understand Diversity</b> </p>
<b>PSHE</b>	<p style="text-align: center;"> <b>Encourage Self-Belief</b>  <b>Foster Communication Skills</b>  <b>Encourage Self-Expression</b>  <b>Understand Diversity</b> </p>	<p style="text-align: center;"> <b>Encourage Self-Belief</b>  <b>Foster Communication Skills</b>  <b>Encourage Self-Expression</b>  <b>Understand Diversity</b> </p>

<b>Art and Design</b>	N/A	Printing, Collage and Textiles. <b>Encourage Self Expression</b> <b>Foster Creativity</b> <b>Develop Learning Resilience</b>
<b>Design Technology</b>	Fairground Rides <b>Encourage Self Expression</b> <b>Foster Creativity</b> <b>Develop Learning Resilience</b>	N/A
<b>Topic Based Learning (History and Geography)</b>	A Contrasting Locality (Geography) To include Weather, Climate zones, Vegetation Belts and Biomes. California <b>Encourage Enquiry</b> <b>Understand Diversity</b>	Ancient Greece (History) <b>Encourage Enquiry</b> <b>Understand Diversity</b>

Summer 2020		
	Term 5	Term 6
<b>RE</b>	<p><b>ISLAM</b></p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>	<p><b>KINGDOM OF GOD</b></p> <p>What kind of king is Jesus?</p> <p><b>Encourage Enquiry</b> <b>Understand Diversity</b></p>
<b>PE</b>	<p>Striking and Fielding Games</p> <p><b>Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.</b></p>	<p>Athletics</p> <p>Top Up Swimming</p> <p><b>Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.</b></p>
<b>Computing</b>	<p>Appy Times – Part 2</p> <p>Knowlsey City Learning Centre Plans</p> <p>In this apptivity we will give children the chance to experiment with the basics of programming and app development using a variety of development platforms and styles of code. Then as an overall plenary they will be asked to compare, contrast and express their thoughts on the different programming styles of languages.</p> <p><b>Develop Independence</b> <b>Foster Communication Skills</b> <b>Develop Learning Resilience</b> <b>Foster Communication Skills</b></p>	<p>Young Authors</p> <p>Knowlsey City Learning Centre Plans</p> <p>During this project, children will develop a story idea in small groups to create a storyboard. The children will then use Book Creator and Brushes to create their own eBook including text, illustrations and audio.</p> <p><b>Develop Independence</b> <b>Foster Communication Skills</b> <b>Develop Learning Resilience</b> <b>Foster Communication Skills</b></p>

<b>Science</b>	<p>Living Things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Encourage Self-Belief</b> <b>Encourage Enquiry</b> <b>Encourage Self Expression</b></p>	<p>Investigative Unit – ideas generated by the children.</p> <p><b>Encourage Self-Belief</b> <b>Encourage Enquiry</b> <b>Encourage Self Expression</b></p>
<b>Music</b>	<p>Performance Focus on class instrument – recorders and perfect performance.</p> <p><b>Encourage Self Expression</b> <b>Foster Creativity</b></p>	<p>Performance. End of Year Performance. Link with drama.</p> <p><b>Encourage Self Expression</b> <b>Foster Creativity</b></p>
<b>Languages</b> (Use classroom instructions in French throughout the year.)	<p>French Holidays (Include weather, some countries in French. Describe what you do on holiday (Swimming, play on beach etc) Tout Le Monde Level 2</p> <p><b>Develop Learning Resilience</b> <b>Foster Communication Skills</b> <b>Understand Diversity</b></p>	<p>French Forms of transport (Linked to holidays – planes, trains, ferry, tram etc) Tout Le Monde Level 2</p> <p><b>Develop Learning Resilience</b> <b>Foster Communication Skills</b> <b>Understand Diversity</b></p>
<b>PSHE</b>	<p><b>Encourage Self-Belief</b> <b>Foster Communication Skills</b> <b>Encourage Self-Expression</b> <b>Understand Diversity</b></p>	<p><b>Encourage Self-Belief</b> <b>Foster Communication Skills</b> <b>Encourage Self-Expression</b> <b>Understand Diversity</b></p>



<b>Art and Design</b>	N/A	Sculpture and Digital Art <b>Encourage Self Expression</b> <b>Foster Creativity</b> <b>Develop Learning Resilience</b>
<b>Design Technology</b>	Textiles <b>Encourage Self Expression</b> <b>Foster Creativity</b> <b>Develop Learning Resilience</b>	N/A
<b>Topic Based Learning (History and Geography)</b>	Mountains and Volcanoes (Geography) <b>Encourage Enquiry</b> <b>Understand Diversity</b>	Local Economic activity and trade links, incl nuclear and coal. (Geography) <b>Encourage Enquiry</b> <b>Understand Diversity</b>