

CURRICULUM MAPPING 2020 - 2021 - Year 6

	Creative Learning Themes	SCIENCE	ART	DT	RE	PSHCE (SRE) (SMSC) British Values	Computing	PE	Music	Spanish
Autumn 1	<p>How could Hitler have convinced a nation like Germany to follow him?</p> <p>(KS2 History) A study of an aspect or theme in British History that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain.</p>	<p>Could you be the next Nintendo apprentice? Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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.</p>	<p>How did Wilfred Stanley Haines use light and tone to create his blitz skylines?</p> <p>To explain the style of my work and how it has been influenced by a famous artist. To use shade and tone to create mood and feeling.</p>		<p>Islam</p> <p>Beliefs and Practices</p> <p>Harvest</p>	<p>New Beginnings</p> <p>Democracy</p> <p>Black History Month</p>	Online Safety	Dance & Tag Rugby	<p>Treble recorder including notation, rhythm and violin work.</p> <p>Harvest singing skills. Themes - variations, composing, graphic symbols.</p>	<p>Revise content from: Days, Months and Animals.</p> <p>NC: listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: transcribe words and short sentences that they hear with increasing accuracy</p>
Autumn 2	<p>How could Hitler have convinced a nation like Germany to follow him?</p> <p>(KS2 History) A study of an aspect or theme in British History that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain.</p>	<p>How can you light up your life? Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p>		<p>Can we design and build a WW2 air raid shelter?</p> <p>To follow and refine plans. To make a prototype before making a final version. To evaluate appearance and function against original criteria.</p>	<p>Christianity</p> <p>Christmas</p>	<p>Getting on and Falling Out</p> <p>Say no to Bullying</p> <p>Freedom Of Faith</p>	Coding	Dance & Games	<p>Treble recorder including notation, rhythm and violin work.</p> <p>Using voices, Instruments performance skills. Pitch, phrasing & instrument control. Christmas singing skills</p>	<p>Revise content from: My Family, My Day at School, In My Free Time.</p> <p>NC: listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: transcribe words and short sentences that they hear with increasing accuracy</p>
Spring 1	<p>I'm a Year 6 pupil, can you get me out of here?</p> <p>(KS2 Geog) Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using maps, plans, graphs and digital technologies.</p>	<p>Could Spiderman really exist?(Living Things and their Habitats)</p> <p>Can you now classify a group of animals and plants you have selected from a chosen environment? Why might some animals and plants be endangered and can you focus on one that you would like to carry out further research on?</p>	<p>How did David Hockney use perspective to create his landscapes?</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>		<p>Christianity</p> <p>Beliefs and Meaning</p>	<p>Going for Goals!</p> <p>New Year's Resolutions</p> <p>Challenging Discrimination</p>	Spreadsheets & Blogging	Gymnastics	<p>Treble recorder including notation & rhythm. Using & following notations. Rhythmic chants, raps & development of notation knowledge, grids/graphics.</p>	<p>Numbers to 100</p> <p>Can I recall numbers 1-50? Can I learn numbers 50-100? Can I recall all numbers 1-100?</p> <p>NC: speak coherently and confidently, with increasingly accurate pronunciation and intonation</p>

Spring 2	<p>I'm a Year 6 pupil, can you get me out of here?</p> <p>(KS2 Geog) Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using maps, plans, graphs and digital technologies.</p>	<p>Have we always looked like this? (Evolution & Adaptation)</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways.</p>		<p>Can we use our David Hockney landscapes to design and create create Batik?</p> <p>To show consideration of culture and society in plans and designs.</p>	<p>Christianity</p> <p>Easter</p>	<p>Good to be me (Myself and Others - SRE)</p> <p>Challenging Discrimination</p>	<p>Networks & Quizzing</p>	<p>Dance</p>		<p>Weather</p> <p>Can I learn weather and seasons vocabulary? Can I talk about the weather today/ tomorrow/ yesterday/ last week? Can I compare the weather in different seasons in Spain and the U.K?</p> <p>NC: use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p>
Summer 1	<p>Will you ever see the water you drink again?</p> <p>(KS2 Geog) To understand the water cycle.</p>	<p>What would a journey through your body look like? (Animals including humans)</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Is graffiti art or vandalism?</p> <p>To explain choices for specific techniques in art. To use feedback to make amendments and improvements to a piece of art. To use a range of e-resources to create art.</p>		<p>Islam</p> <p>Beliefs and Moral Values</p> <p style="text-align: center;">↓</p>	<p>Relationships (Family - SRE) (Friendship - SRE)</p> <p>Individual Liberty</p>	<p>Text Adventures</p> <p>Binary</p> <p style="text-align: center;">↓</p>	<p>Swimming Games</p>	<p>Treble recorder including notation & rhythm. Development of vocal skills, accompaniment, cross rhythms.</p>	<p>In My Town</p> <p>Can I describe what is in my town and compare it to a town in Spain? Can I give directions? Can I write a postcard from my town?</p> <p>NC: develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p>
Summer 2	<p>Bean and Gone</p> <p>Who were the Mayans and what have we learnt from them?</p> <p>(KS2 History) A non-European society th contrast with British History. Mayan Civilization around 900AD.</p>	<p>Revision Half Term</p> <p>To revise the KS2 Programme of study</p>		<p>Which style of Mayan mask can I design?</p> <p>To show consideration of culture and society in plans and designs. To use a range of tools and equipment competently.</p>		<p>Changes (Choices - SRE)</p>		<p>Swimming Athletics</p>	<p>Treble recorder including notation & rhythm. Musical patterns, rhythmic, melodic ostinati.</p>	<p>In the Future - Can I learn the names of different jobs? Can I describe where my family members work? Can I talk about what I would like to be when I'm older?</p> <p>NC: identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied. NC: initiate and develop conversations, coping with unfamiliar language and unexpected responses,</p>

