



## Stanley Primary School Curriculum Map: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<b>Fiction:</b> Stories that Raise Issues	<b>Non - Fiction:</b> Blogs and Reports Poetry: Narrative	<b>Fiction:</b> Historical Fiction <b>Non-Fiction:</b> Instructions and explanations	<b>Non- Fiction:</b> Recounts <b>Fiction:</b> Classic Plays: Shakespeare	<b>Fiction:</b> Stories by significant authors.	<b>Fiction for Transition -</b> My Past, Present and Future <b>Non- Fiction for transition -</b> Goals, Dreams and Change
Spelling, punctuation and grammar Reading Comprehension						
Maths	Numbers and the number system Calculating Calculating - division Checking, approximating and estimating	Visualising and Constructing Investigating properties of shapes Exploring fractions, decimals and percentages	Patterns Measuring space Calculating: fractions, decimals and percentages	Proportional reasoning Solving equations and inequalities Calculating space Algebraic proficiency - using formulae	Mathematical movement Presentation and measuring data	Algebra - transition unit
Science	<b>Living things and their habitats</b> -describe how living things are classified. -give reasons for classifying plants and animals	<b>Evolution and inheritance</b> -recognise that living things have changed over time -recognise that living things produce offspring of the same kind	<b>Animals including humans</b> -identify and name the main parts of the human circulatory system -recognise the impact of diet, exercise, drugs	<b>Light</b> -recognise that light travels in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light in the eye.	<b>Electricity</b> - associate the brightness of a lamp/ volume of a buzzer with the number and voltage of cells -compare and give reasons for variations in	

		-identify how animals and plants are adapted to suit their environment	and lifestyle on the way their bodies function	-explain that we see things because light travels from light sources to our eyes or object then eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	how components function -use recognised symbols when representing a simple circuit in a diagram.	
Computing	<b>Multi media and word processing</b> – link to history	<b>E-safety – online research</b>	<b>Programming</b> – introduction to Python/Small Basics	<b>Communication and collaboration</b> - blogging	<b>Data - database</b>	<b>Digital media - digital imagery</b>
History	The achievements of the earliest civilisation – an overview of where and when the first civilisation appeared and an in depth study of <b>Ancient Egypt</b>		<b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world		A non-European society that provides contrasts with British history – Mayan civilisation c. AD 900	
Geography	School Travel Plan				A journey through the Americas - Investigating latitude and Longitude	
Art		<b>Drawing</b> Fruit and vegetables and photographic portraits  Investigate drawing materials and techniques to communicate their ideas. They will be able to evaluate and improve their work and others. They will also be able to investigate the portrait imagery of famous artists and comment on ideas, methods and approaches in their work.		<b>Collage</b> Explore ideas about the work of Pablo Picasso's Cubist work. collect visual and other information by observing and recording first hand and secondary resources. They will be able to use materials and processes to communicate ideas, methods and approaches in their own and other's work.		

DT		The James Dyson Foundation – Inspiring the next generation of engineers			Enterprise – follow the design, make and evaluate process.	
RE	<b>Christianity</b> (church) Christian rites of passage Denominational differences	<b>Hindu dharma</b>  Reincarnation Karma The 4 ashramas	<b>Islam</b>  The Ummah Hajj	<b>Christianity</b> (Jesus) Holy Week The Eucharist Denominational differences	<b>Buddhism</b>  The Buddha The Four Noble Truths The Eightfold path	<b>Christianity</b> (God) Salvation Forgiveness
Music	Rounds and part songs Children learn to sing songs with harmonies and increasingly complex parts. Children prepare songs in harmony and unison for a concert.	Investigating different music styles and producing a power point Christmas songs	Classroom Jazz 2 Children listen to a variety of jazz music and learn to identify the stylistic features. Children learn to play a tune/ head and a middle 8. Children develop their improvisational skills on glockenspiels or instruments they are currently learning to play.	African Drumming Through listening to a variety of pieces, children learn to identify the stylistic features of African Drumming. They learn to play taught patterns and to play increasingly complicated patterns that they have created whilst other children are playing something different. Initially in three groups but building to children playing patterns alone.	Finish writing end of year song/ leavers production – based on the blues song started in Year 5. Children revise work from Autumn 2 – song writing and complete their leavers song. Children then rehearse the song.	Unit 20 Performing together –leavers production Children prepare songs in unison and harmony for their performance in an end of school play. Some more able children will then perform some of the songs at the Grand theatre.
PE	<b>Cricket</b> Perform striking, fielding & sending skills with control & accuracy in game situations. Be an effective team member & apply basic principles of team play & tactics.	<b>Rugby</b> Play games employing defensive and offensive tactics. Working on support play and awareness of other player's positions.	<b>Circuit training</b> Take part in differing circuits with and without running, grouping similar exercises together, static versus dynamics to feel and think about the effects of exercise. Handball games.	<b>O &amp; A</b> Adapt strategies & work well in a group. Solve challenges set in similar environments. Evaluate performances & lead planning activities.	<b>Football</b> Apply principals of team play to retain possession. Make decisions quickly & play in a number of positions. Evaluate own & others performance.	<b>Athletic Activities</b> Running, jumping and throwing. They show that they understand how to develop their techniques to improve performances and to check this by recording times and distances accurately.

	<p><b>Netball</b> Plan sensible approaches to physical challenges. Use &amp; adapt their skills &amp; strategies as situations demand.</p>	<p><b>Dance</b> Work creatively &amp; imaginatively on their own whilst following Thriller on cyber coach. Begin to understand how to structure a dance. Interpret different stimuli &amp; refine movements &amp; patterns.</p>	<p><b>Gymnastics</b> Counter balance, counter tension, synchronisation and cannon Pupils link skills, techniques and ideas and apply them accurately and appropriately.</p>	<p><b>Hockey</b> Apply principals of team play to retain possession. Make decisions quickly &amp; play in a number of positions. Evaluate own &amp; others performance.</p>	<p><b>Athletic Activities and handball</b> Working towards sports day with other classes. Playing a wide variety of games with groups selected by the children. Rotate activities periodically.</p>	<p><b>Tennis/Badminton</b> Ability to perform forehand &amp; backhand strokes with control &amp; consistency. Planning &amp; performance of tactics. Evaluation &amp; adaptation of tactics to improve performance.</p>
MFL – Spanish	<p>Describe the weather Revision of colours Expressions of what countries are famous for Attention given to forming plurals of nouns Key cities studied and children describe their location on map using geographical features Learn vocabulary for places in the town</p>		<p>Study of the main festivals in Spain leading to children being able to describe main festivals in the UK  Study the theme of holidays and research destinations in Spanish speaking countries  Write holiday postcards</p>		<p>Transition topic - create a piece of work about themselves  This unit will incorporate speaking, reading and writing to transfer information to their secondary school</p>	
PSHCE	<p>Keeping / Staying Safe - Water Safety Keeping / Staying Healthy - Alcohol</p>	<p>Being Responsible - Stealing</p>	<p>Feelings and Emotions - Worry</p>	<p>Computer Safety - Making Friends On-Line The Working World - In-App Purchases</p>	<p>A World Without Judgement - British Values</p>	<p>Growing and Changing - Conception</p>
Additional		<p>Anti-Bullying Week  Maths Week</p>	<p>Art Week</p>	<p>Book Week</p>	<p>Science Week</p>	<p>Sports day  *Leavers concert*</p>