



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	In Your Element	The Spirit of Christmas	The Ancient Maya	That's Life	Lights, Music, Action	Eco-warriors

	<u>Moss Hey</u> <u>Year 6 Curriculum Map 2017-2018</u>	
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English	Newspaper Reports Poetry- Cloud busting Non-chronological reports	Biography – Malorie Blackman Narrative- Science fiction Poetry	Persuasion Narrative Recount Discussion-balanced report of a controversial issue	Poetry Newspaper Reports Narrative - quest story writing	SATs revision Information Text Report (Pandora) Narrative –choice of genres	Consolidation of genres Recount of Kingswood Flashback narrative (Replay)

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Mathematics	<p><u>Number and Place value</u></p> <p>Numbers to ten million Compare and order any number Round any numbers Negative numbers</p> <p><u>Number 4 Rules</u></p> <p>Add and subtract whole numbers Multiply up to a 4-digit by 1-digit number Short division Division using factors Long division (1) Long division (2) Long division (3) Long division (4) Common factors Common multiples Primes Squares and cubes Order of operations Mental calculations and estimation Reasoning from known facts</p>	<p><u>Fractions</u></p> <p>Simplify fractions Fractions on a number line Compare and order fractions by the denominator Compare and order fractions by the numerator Add and subtract fractions (1) Add and subtract fractions (2) Adding fractions Subtracting fractions Mixed addition and subtraction problems Multiply fractions by whole number Multiply fractions by fraction Divide a fraction by a whole number (1) Divide a fraction by a whole number (2) Four rules with fractions Fraction of an amount Fraction of an amount - finding the whole</p> <p><u>Geometry</u></p> <p>Coordinates in the first quadrant Plotting coordinates Translations Reflections Reasoning about shapes with coordinates</p>	<p><u>Number</u></p> <p>Decimals, Percentages, Algebra</p>	<p><u>Measurement</u></p> <p>Covering units of Measurement Perimeter, Area and Volume Ratio</p>	<p><u>Geometry</u></p> <p>Properties of Shapes Problem solving Statistics</p>	<p><u>Investigations</u></p> <p>How much money can we make from ticket sales for our show?</p>
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Science	Living things and their habitats	Electricity	Animals including humans	Light		Evolution and Inheritance
	Evolution and inheritance					
Computing	<u>Algorithms and inputting information</u> <u>Presentation</u> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use sequence, selection, and repetition in programs; work with variables and various forms of input and output design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		<u>Databases</u> Collect live data and use it to explore mathematical scenarios? Create a database and present information from it? Using the Internet Use search engines using keyword searches?			<u>Communicating</u> Produce a short narrated film about Robin Wood for Year 5. <u>Data Retrieving and Organising</u> Make an information poster using graphics skills to good effect
	History			A non-European society: Mayan civilisation		

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Geography	Physical geography: <ul style="list-style-type: none"> • Mountains • Volcanoes • Earthquakes • The Watercycle • Rivers 	Place Knowledge: comparing the UK to a European country (Russia) Geographical skills and fieldwork				Locational Knowledge: focus: N&S America
DT			Textiles- Sewing-use stitching skills	Cooking and nutrition		

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Art and Design	<p>Painting</p> <ul style="list-style-type: none"> • Can they mix and match colours to create a mood? • Can they mix colour, shades and tints with confidence? • Can they express their emotion accurately through their painting? • Can they explain what their own style is? • Can they experiment with different effects and textures including blocking in colour, washes and thickened paint? 	<p>IT images</p> <ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas? • Do they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation? 			<p>Textiles</p> <ul style="list-style-type: none"> • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include a number of different stitches e.g. running stitch, cross stitch, backstitch, appliqué and/or embroidery. • Can they include both visual and tactile elements in their work? 	<p>Printing</p> <ul style="list-style-type: none"> • Can they gain experience in overlaying colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? • Have they developed their own style using tonal contrast and mixed media?
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Religious Education	<p>Do symbols have meanings:</p> <ul style="list-style-type: none"> Learn about religious symbolism and artefacts in Christianity, Sikhism, Judaism, Buddhism, Islam 	<p>What place does religion play in the 21st Century:</p> <ul style="list-style-type: none"> Investigation and reflection 	<p>Humanism:</p> <ul style="list-style-type: none"> What, why, who, where, when?
PSHE- On-going themes	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>That their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>		

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PSHE	<ul style="list-style-type: none"> To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves The responsible use of mobile phones: safe-keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement To differentiate between the terms, 'risk', 'danger' and 'hazard' To recognise, predict and assess risks in different 		<ul style="list-style-type: none"> To recognise how their increasing independence brings increased responsibility to keep themselves and others safe That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy To recognise and manage 'dares' 		<ul style="list-style-type: none"> About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world What is meant by enterprise and begin to develop enterprise skills To explore and critique how the media present information To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others 	
	PE	Games: complicated rules, team plans, communication and leading others				
Gymnastics: combining sequences and working to specific timings		Dance: imaginative dances in a specific style, choosing music, style and dance			Athletics: using skills in different situations	Outdoor physical education: Robin wood visit

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French	School subjects Time Introducing places Likes/ dislikes	Café food and drink Menus Ordering food No's to 80	Continents/ weather French speaking Countries Landscapes	General conversation	Animals Non-fiction Adjectives Verbs No's to 100	Tour de France Verbs Presentation
Music	'Songwriter' Exploring song structure and composing in groups	'Songwriter' Exploring song structure and composing in groups. Recording and performing.	'Music Hall' Using partner songs to work as a class to create a whole class performance using students' musical idea	'Music Hall' Using partner songs to work as a class to create a whole class performance using students' musical ideas Singing and performing	'Four chords' Learning about chord structures in songs. Using elements to create own versions	'Four chords' Using elements to create class version and perform. KS2 performance