

Year 6 Curriculum Map

Curriculum Map 2019-20						
Year 6						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Novel as a theme Biography	Classic fiction Poetry – songs and lyrics Persuasion: A formal review	Older literature Information text hybrid Poems with imagery	Detective/ crime fiction Explanations	Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme.
Spelling (No Nonsense)	Revisit Strategies at the point of writing: Have a go Words ending ‘- able/ably’, ‘-ible/ibly’ Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’. Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘- fer’. Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious,</i> <i>ambitious</i>) Homophones <i>advice/advice, device/devise,</i> <i>licence/license, practice/practise,</i> <i>prophecy/prophesy</i>		Revisit Words containing the letter string ‘-ough’ Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /ʃəl/ sound, words ending ‘-ial’ and ‘-cial’ (<i>official, special, artificial,</i> <i>partial, confidential,</i> <i>essential</i>) Homophones <i>compliment/complement,</i> <i>desert/dessert,</i> <i>principal/principle,</i> <i>profit/prophet, stationery/</i> <i>stationary</i> All homophones from KS2		Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise,</i> <i>guarantee, queue,</i> <i>immediately, vehicle,</i> <i>yacht</i>) Word endings Words ending in ‘-ant’, ‘- ance’/‘-ancy’, ‘-ent’, ‘- ence’/‘-ency’ Homophones and near homophones <i>draft/draught</i> <i>, dissent/descent,</i> <i>precede/proceed,</i> <i>wary/weary</i>	
Maths (White Rose Maths)	Number and place value, Four operations	Fractions, Posi tion and direction	Decimals, Percentag es, Algebra	Converting units, Perimeter, area and volume, Ratio	Properties of shape, Problem solving	Statistics, Investigation s
Science (Collins)	Everything Changes	Light up Your World	Body Pump	Danger! Low Voltage	Nature Library	Body Health
	Our Changing World		Our Changing World		Our Changing World	
NC Coverage	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines 	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and 	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristic 	<ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

	<ul style="list-style-type: none"> 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 and that adaptation may lead to evolution. 	<p>to explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>describe the functions of the heart, blood vessels and blood</p>	<ul style="list-style-type: none"> 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 use recognised symbols when representing a simple circuit in a diagram. 	<p>and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> describe the ways in which nutrients and water are transported within animals, including humans.
<p>NC Working Scientifically</p>	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 					
<p>Computing (Purple Mash)</p>	<p>Coding</p>	<p>Online safety Spreadsheets</p>	<p>Blogging</p>	<p>Text adventures</p>	<p>Networks</p>	<p>Quizzing</p>
<p>History</p>		<p>Viking and Anglo Saxon struggle for the Kingdom of England</p>	<p>The Great British Empire – including the impact on Lancashire.</p>			
<p>NC Coverage</p>		<p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			

			time of Edward the Confessor						
Geography	Where in the World are we?						Human Geography – Land Use Economic Activity – Landfill and pollution		
NC Coverage	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)						human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		
NC Geographical skills and fieldwork	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ALL Year groups use the eight points of a compass, four (year 3, year 4) and six-figure grid references (year 5 and year 6), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ALL year groups 								
Art and Design	Painting and drawing Create a painting of a natural world focusing upon texture. Digital art.	Painting and Drawing Create a painting inspired by music					Textiles Create (using Batik) images of the seaside.		
Design and Technology			Food Create a Great British Dish					Structures/mechanical systems Design fairground ride/lights/scene using electrical circuits/motors	
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money

PE (Lancashire)	Gymnastics Invasion Games	Gymnastics Invasion Games	Dance Net/wall games Swimming Intervention	Dance Net/wall games Swimming Intervention	OAA Striking and Field games Swimming Intervention	Athletics Striking and Field Games Swimming Intervention
RE (Lancashire)	Christianity	Hindu dharma	Islam	Christianity	Buddhism	Christianity
Music (Charanga)	I'll be There	Classroom Jazz 2	A New Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay
French (Twinkl Scheme of Work) Supported by Espresso resources	Let's visit a French town <ul style="list-style-type: none"> Who lives where Going to school Maths Ordinal numbers Welcome to my home 	Let's go shopping <ul style="list-style-type: none"> Conversations At the shops Clothes French money Shopping list 	This is France <ul style="list-style-type: none"> Neighbours Distances Directions Paris Famous French People Nationalities 	All in a day <ul style="list-style-type: none"> O'clock, half past, quarter past, quarter to Am and pm 5 minute intervals 24 hour times At the airport School week 		