



Curriculum Map: Year 6, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
English	<p>Narrative poetry: 'The Highwayman' by Alfred Noyes; 'The Lady of Shalott' by Alfred, Lord, Tennyson. Through the study of these texts, the children will look at poetic language and the ballad form. We will consider settings and characterisation. We will write in a variety of prose forms. We will produce a script and shadow puppet play of the LoS. Debate and performance will be part of the approach to learning about these poems.</p> <p>* GPS and reading comprehension will be delivered in discrete lessons throughout the year.</p>		<p>We will read and study 'Carrie's War' to support the history unit on WWII. We will develop skills in reading and commenting on literature, looking particularly at character, plot and setting. We'll respond in a variety of written and spoken forms.</p> <p>Cross-curricular link with Humanities History unit on WW2. We will also look at WWII propaganda as part of this.</p> <p>* GPS and reading comprehension (based on Carrie's War) will be delivered in discrete lessons throughout the year.</p>		<p>We will study an abridged version of 'Macbeth'. We will learn actively, using a variety of drama in education techniques. We will use the play as the basis for a variety of writing, set design and spoken work.</p> <p>* GPS and reading comprehension will be delivered in discrete lessons throughout the year.</p>	
Maths	<ul style="list-style-type: none"> Place Value within 10,000,000 - Read, write and compare numbers up to 10,000,000 and determine the value of each digit, Rounding whole numbers to a required degree of accuracy, negative numbers. Four Operations (1) - use written methods to solve addition and subtraction problems, multiply and divide numbers up to 4 digits by 1 or 2 digits. Four operations (2) - identify common factors and common multiples, recognise prime numbers up to 100, understand square and cubed numbers, use the order of operations when solving equations (BIDMAS) and solve mental calculations. Fractions(1) - Use common factors to simplify fractions and to express fractions in the same denomination, compare and order 		<ul style="list-style-type: none"> Decimals - multiplying and dividing by 10, 100 and 1000. Converting decimals into fractions, fractions into decimals, multiplying and dividing by decimals. Percentages - understanding that a percentage is out of 100, finding missing values, converting fractions to percentages and decimals, finding equivalent fractions, decimals and percentages. Algebra - Finding a rule, using a rule, understanding and using formulae, solving equations. Measure - Metric measures, converting metric measures, problem-solving with metric measures, miles and KM, imperial measures. Measure - perimeter, area and volume - calculating shapes with the same area, finding the area and perimeter of a shape, calculating 		<ul style="list-style-type: none"> Geometry - properties of shapes - measuring with a protractor, drawing shapes accurately, angles in triangles, angles in polygons, vertically opposite angles, parts of a circle, nets. Problem-solving - place value, negative numbers, addition and subtraction, four operations, fractions, decimals, percentages, ratio and proportion, time, position and direction, properties of shapes. Statistics - Calculating the mean, introducing pie charts, reading and interpreting pie charts, fractions and pie charts, percentages and pie charts, interpreting and constructing line graphs. 	



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	fractions, add and subtract fractions and problem-solving when adding and subtracting fractions. <ul style="list-style-type: none">Fractions (2) - multiplying and dividing a fraction by a whole number, multiplying or dividing a fraction by a fraction, understanding the four rules of fractions, finding fractions of an amount.Geometry - Position and direction - Plotting coordinates in the first quadrant, plotting translations and reflections, reasoning about shapes with coordinates.		the area of a triangle and parallelogram, problem-solving, and calculating the volume of a cuboid. <ul style="list-style-type: none">Ratio and Proportion - Understanding ratio, scale drawings, scale factors, problem-solving.			
Computing	<u>We are HTML editors</u> Children learn about the history of the web, study HTML language and learn to edit and write HTML. Understand computer networks including the internet, how they can provide multiple services		<u>We are bloggers</u>		<u>We are programmers</u> Use Python schemes at Raspberry Pi and trinket.io.	
Science	<u>Light</u> <ul style="list-style-type: none">Recognise that light appears to travel in straight lines.Use this idea to explain that objects are seen because they give out or reflect light into the eye and that shadows have the same shape as the objects that made them.	<u>Animals including humans</u> <ul style="list-style-type: none">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 the body functions.	<u>Living things & their habitats</u> <ul style="list-style-type: none">Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.Give reasons for classifying plants and animals based on specific characteristics.Draw	<u>Evolution & Inheritance</u> <ul style="list-style-type: none">Recognise that living things have changed over time and that fossils provide information about the past.Recognise that living things produce offspring of the same kind, but normally they vary and are not identical to their parents.Identify how	<u>Electricity</u> <ul style="list-style-type: none">Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of the cells in the circuit.Compare and give reasons for the variations in how components function.Use recognised symbols when representing a simple circuit in	<u>Application of skills</u> <ul style="list-style-type: none">Pupils consolidate skills learnt over the terms and have an opportunity to apply these to projects/experiments as a STEM focus.



		<ul style="list-style-type: none">Describe the ways in which nutrients and water are transported within animals, including humans. (Virtual reality headsets for this unit.)	<p>classification trees; use precise language to describe a creature.</p> <ul style="list-style-type: none">Create a new genus, with drawing and description.	<p>animals and plants are adapted to suit their environment in different ways</p> <ul style="list-style-type: none">Understand that this may lead to evolution.	a diagram.	
Humanities	<p><u>Maya and South America</u></p> <p>This term Y6 will uncover the mysteries of the Mayan civilisation. We will start by taking a trip deep into the rainforests of Central America and explore Mayan ruins. We will then embark on a journey that will help the children uncover the life, society and civilisation of both ancient and modern Mayan people.</p> <p>The children will then go on a voyage of discovery to South America as they learn about its countries, culture and geography. They will learn about the climate, the geographical features, the industries and the people of South America, giving them an insight into how life in South America is different to life here in the UK.</p> <p>Botanical Gardens trip for Rainforest</p>	<p><u>WW2</u></p> <p>Year 6 will look at the years after the end of WWII, and investigate a number of extraordinary changes that took place in Britain. We will look at post-war plans for rebuilding Britain and how they were implemented, and see that virtually every aspect of British life was affected. The unit will look at how, during the mid-1960s, Britain underwent a transformation, and how it was almost unrecognisable when compared to how it had been in the first half of the 20th Century. 'Rebuilding Britain' covers this period of modern British history, starting with her involvement in the war. Other aspects of 'rebuilding' which are addressed include: initial rebuilding in the cities; the creation of the NHS and the Welfare State; how and why so many British Colonies became independent after the war; the 'Windrush' of immigration from the Caribbean to Britain; and the creation of 'New Towns'.</p> <p>During this topic, we will also find out what life was like for children during the war, discover the countries of the Allies and the Axis, make a gas mask, listen to wartime music, make a rationed recipe. The Topic will include (we hope) enrichment trips to the Imperial War Museum in Duxford and Bletchley Park to try and visualise the scale and impact of the war.</p>	<p><u>Natural Resources and how they are used in the UK</u></p> <p>This term, Y6 will discuss and research how resources in the UK are used and distributed. We will look at how we use the land in Britain? What natural resources do we use to produce energy? What renewable natural resources do we use? How are products such as concrete, glass, wood and steel produced and traded?</p> <p>The children will research and categorise some of the ways in which natural resources are used in the home. They will explain how different objects and materials came to be in their home, such as glass shower screens or wooden furniture, describing in detail where it is likely they came from and how they were produced. Children will create detailed notes about their learning, drawing on everything they have learnt.</p>			

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RS	Islam; Expressing faith through the arts. This half term Year 6 will be learning about Islam. We will look at: the Five Pillars, Prophet Mohammad, the Qur'an, the Haj, Ramadan, prayer, the Mosque. Following this, we will look at how faith may be expressed through the arts. We will explore a variety of faiths. The children will begin to develop an understanding of how belief can be expressed through the use of the arts. Trip to the Cambridge Mosque		Heroes This term Y6 will be learning about the lives and teachings of moral and philosophical leaders such as: Gandhi, Desmond Tutu, Mother Teresa, Rosa Parks, Nelson Mandela etc. Students will learn about their teachings and why these people have had a positive impact on the lives of others. Finally, the children will choose a hero of their own and create a public speaking presentation for the class.		Belief in our Community This term we will be learning about people's religious and non-religious beliefs in our community and the students will identify ways in which being part of a community can offer us support in times of difficulty. The students will learn about the inspirational charity work of Mo Farah and Daniel Radcliffe and how their beliefs have helped to shape their lives. They will consider how some people's beliefs can be hard to follow in the community we live in and how to overcome these issues. To end the topic the children will create an Art show that illustrates pride and support in being part of a community.	
PSHCEE	My emotions Strategies for identifying and working with strong emotions.	My Emotions Anti-bullying	Working Together Financial Capability	Sex & Relationships Education Drug Education	Managing Risk Safety Contexts	Healthy Lifestyles
ART/DT	This term, Year 6 will investigate some features of Islamic art and consider the differences between Islamic art and other forms of art. We will explore the origins of Islamic art and look at the shapes, colour schemes, and patterns used in this traditional art form. The class will examine the ways in which Islamic artists explore their creativity through plants (arabesque), calligraphy, and geometric patterns. We will look at how, by using just one shape, we can create a completely different pattern (for example, circles can be used to create triangles and hexagons). We will also look at the abstract designs that cover surfaces of Islamic architecture and are used for decorating objects, such as tiles.		This term Year 6 will be focusing on Design and Technology. They will be given a problem which they will be expected to try to solve with sensitive design. They will be asked to design a temporary homeless shelter for people in need to use during extreme weather conditions. They will follow an iterative design cycle: designing, evaluating and redesigning and will use drawing techniques as well as 3D modelling. <u>Children's Picture Book Illustrations</u> To research children's picture books for ages 3-5 To analyse and emulate popular images from picture books To create a series of images to be used to illustrate their own picture book story (written for and featuring a Pre Prep student) To use computer software to aid the design process. <i>[Cross-curricular link to English research and writing]</i>		<u>Art inspired by The Grand Canyon</u> Objectives: To examine the way different artists have portrayed the desert (e.g. Georgia O'Keefe flower/desert paintings/desert landscapes). This will extend to Salvador Dali and his use of deserts as backdrops in his surrealist artwork. Outcomes: Students will use a variety of techniques and materials to create studies of desert landscapes in the style of Georgia O'Keefe. Students will then develop this to create abstract mirage-type pieces in the style of Salvador Dali.	



			<i>a children's book unit of work]</i>			
Music	<u>World Music</u> Students learn about music from around the world. Preparing a world music project book over two terms. Understanding how history and geography has influenced music from around the world. Each topic involves learning about the history, geography and culture of each country and a practical musical task including keyboards, percussion, singing and composition. Flamenco African drumming	<u>World Music</u> African drumming Reggae Music notation is learnt every other lesson throughout the term. End of 3 topic test End of term notation test Preparation for end of term Christmas service performances	<u>World Music</u> Samba The Blues	<u>World music</u> The Blues Chinese Traditional Music Music notation is learnt every other lesson throughout the term. End of 3 topic test End of term notation test Preparations and informal auditions for musical next term Preparation for end of term Christmas service performances	Musical rehearsal and performance Students in Year 5 and 6 collaborate and prepare a music incorporating singing dance and drama	Musical rehearsal and performance Students in Year 5 and 6 collaborate and prepare a musical incorporating singing, dance and drama Performance to whole school and parents at the end of term
Drama	<u>Poetry Quest</u> Speaking and performance to an audience Individual and group tasks Famous poets through time Own poetry writing and performance task	<u>Poetry Quest</u> Speaking and performance to an audience Individual and group tasks Famous poets through time Own poetry writing and performance task	<u>Shakespeare</u> Macbeth Midsummer Night's Dream	<u>Shakespeare</u> The Tempest Much ado about nothing	Musical rehearsal and performance Students in Year 5 and 6 collaborate and prepare a music incorporating singing dance and drama	Musical rehearsal and performance Students in Year 5 and 6 collaborate and prepare a musical incorporating singing, dance and drama Performance to whole school and parents at the end of term
Spanish	Languages Week Introducing oneself Personality	Birthdays Numbers 1-31 (100) (1000)	Hobbies, free time and activities Weather	Sports Techniques for understanding longer	Describing your school School break time Using spontaneous	Translation skills Questioning skills

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	<p>Brothers and sisters</p> <p><i>Adjectival agreement</i> The verbs <i>tener</i> and <i>ser</i></p> <p><i>Hispanic countries</i></p>	<p>Alphabet Pets Christmas in Spain</p>	<p>Giving justified opinions <i>Me gusta + infinitive</i></p> <p><i>Using the negative</i> <i>Using cuando</i> <i>Using -ar verbs in the present tense</i></p>	<p>texts School subjects and preferences Giving justified opinions <i>Using hacer and jugar</i> <i>Me gusta(n) el/la/los/las</i> <i>Using the negative</i> <i>Using adjectives</i> <i>Using -ar verbs</i></p>	<p>language and seeking help and clarification <i>Using the definite and indefinite articles</i> <i>Using -er and -ir verbs</i> <i>Conjugating verbs in present tense 1st and 2nd person singular</i></p>	<p>Speaking and writing work – sentence building skills.</p> <p><i>Using -ar, -er, and -ir verbs</i></p>
French	<p>Languages Week</p> <p>Map of France Meeting and greeting Spelling in French Counting to 1000 - Saying your age Days of the week Months of the year - Birthdays Classroom Language: School bag items Describing your classroom Seeking help and clarification Poetry. Authentic texts Translation skills Using the indefinite articles Using plurals Using negatives, connectives and justified opinions</p>	<p>Classroom instructional language</p> <p>Hobbies – sports and musical instruments</p> <p>Christmas in France Seeking clarification and help Translation skills Using the indefinite articles Using plurals Using negatives, connectives and justified opinions</p> <p><i>Noël en France</i></p>	<p>Hobbies Likes and dislikes Colours Animals Complex sentences Family members and physical description Guess Who game Dictation and translation skills Adjectives – use and agreement Using negatives, connectives and justified opinions Using the verb '<i>avoir</i>' Using '<i>je voudrais</i>' Using <i>mon, ma, mes</i></p>	<p>Where you live - Prepositions Using connectives and justified opinions. Dictionary and translation skills Authentic texts</p> <p>Food and Drink</p> <p>Ordering food in a café Reading and writing complex sentences Translation skills Using connectives, time adverbials and justified opinions. Spontaneous language. Using <i>manger</i> and <i>boire</i> Time adverbials <i>Joyeuses Pâques</i></p>	<p>Countries and nationalities</p> <p>Weather Compass points Exploring rhyming and syllables Reading and writing complex sentences Translation skills Revision, consolidation, grammar work Using connectives, time adverbials and justified opinions. Using the verb <i>être</i> Using <i>habiter</i></p>	<p>Assessment Preparation for Year 7 / KS3 listening, speaking, reading and writing skills. Translation skills Spontaneous language skills. Seeking help and clarification in French. The verbs <i>être</i> and <i>avoir</i> in full.</p>
Mandarin	<p>Languages Week</p> <p>Consonants: Aspirated;</p>	<p>1.Numbers 0-10: telephone number; Personal pronouns; main</p>	<p>1.Daily schedule 2.More Radicals 3.Food and drink names:</p>	<p>1. Ordering food: express idea and describe personal status</p>	<p>1.My room 2. More radicals 3.Activities</p>	<p>1. Subjects 2. More radicals 3.Sports</p>



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	<p>Dental Vowels: Single; Combination; Nasals: Front; Back Syllable structure: Media vowel; Independent vowel Tones The relationship between syllable and Chinese Character; the combination of a Chinese Character Voiced, aspirated, dental and nasal sounds. Syllable: technique in how to combine two sounds Intonation: Techniques in making the tone correct. Comparative study between 2 tones in English and 4 tones in Mandarin Chinese; Delay-the 3rd tone 'V' The difference between simplify system and traditional system Writing rule: left to right, top to bottom, middle first then two sides</p>	<p>verbs 2.Birthday: Date 3.Nationalities: Languages 4.Family members: home location, hobby 5.Time: What time is it now? 6. More Radicals 7. Review and Assessment</p> <p>Personal Pronouns: Single and Plural by +们 Culture: the story behind numbers 4, 6, 8, 9 Developed Nouns: Country->People->Language Ways of telling time</p>	<p>relevant verbs 4. Simple questions and answer 5.Transportation and relevant verbs 6. Review and Assessment</p> <p>Calligraphy competition</p> <p>Action Nouns Making requests: 我要... (I would like to have ...) Action verbs: 骑 / 坐 Ride</p>	<p>2. More radicals and Review 4a whole book radicals. 3.Weather 4.Clothing 5. Review and Assessment</p> <p>Adjectives : 饿 , 饱 , 冷 , 热 Action verbs: 穿 , 戴</p>	<p>4.Our school 5. Review and Assessment</p> <p>Tense: Present continue ‘在’ Direction words: Left, Right, Up, Down There be...sentence structure Preposition 在</p>	<p>4. More radicals 5.Review verbs 6. Review 4b and Assessment</p> <p>Express like and dislike: 喜欢 / 不喜欢</p>
PE	<p>Football: We will work on the introduction of the basic rules, passing and dribbling with the ball, developing knowledge of invasion games, teamwork and fair play.</p> <p>Basketball: We will work on how to dribble the ball,</p>	<p>Rugby This term the students learn will about Rugby, the principles of invasion games such as possession and momentum along with the required skills of running, passing, catching, tagging and general team sport, we will be working on our T-reds, Teamwork, Respect, Enjoyment, Discipline, and Sportsmanship.</p>			<p>Netball Students will develop the basic skills of the chest pass, shoulder pass, and bounce pass. They will develop an understanding of tactics and court positioning - learning how to attack space and defend their goal post.</p>	

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types of passes, zone defence and shooting.

Short tennis: We will work on how to perform the basic ground strokes, play a rally, serve and perform in basic competition.

Dodgeball

To be able to perform a wall block to gain ball possession

To be able to block using the ball

To be able to catch the ball at different heights

To be able to attack as a team

To be able to officiate the game

To be able to perform in a competition with outstanding sportsmanship

Athletics