

Potten End Church of England Primary School
Curriculum Map

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Fiction Genres - a range of short stories conveying different genres Explanation Texts Recounts Reports Poetry - free verse Take one Book		Narrative work eg: creating settings, character descriptions, developing atmosphere Persuasive writing Discussion - a debate followed by a write up Poetry - free verse and structure monologues Take one book		Debates - live debates with write ups Take one Book (extended book study over 5 weeks)	
Maths	Place Value Multiply and divide by 10, 100 and 1,000 Choosing effective mental calculation strategies Factors, multiples and primes Simplifying fractions, comparing and ordering fractions and adding/subtracting fractions Fraction - decimal equivalents Fractions, decimal and percentages Calculating percentages Formal written method of		Order of operations and algebra Formal written method for long division Exploring relationship between perimeter and division Recognise and find angles Reflection and translation Multiplying fractions Dividing fractions Fraction problem solving Ration and proportion Volume Measures		Statistics - Mean Average Revision weeks	Construction of pie charts Further algebra Financial maths and enterprise Maths preparation for KS3

	<p>multiplication Area Formal written method for short division Properties of shape</p>		<p>Statistics - line graphs and pie charts Algebra and sequences</p>			
<p>Topic History and Geography</p>	<p>History: Vikings Viking raids and invasion Viking life Viking Gods</p>	<p>Geography: Local Study (UK) Our changing world - Coastal features Costal erosion and how the shape of the UK has changed over time.</p>	<p>History: Ancient China (Ancient Civilisation) Shang Dynasty Who the Ancient Shang people were, where and when they lived. About the role of the king, the religious beliefs and rituals of the Shang people.</p>	<p>Geography: (Europe including Russia) Volcanoes How do volcanoes affect the lives of people on Hiemaey, Iceland.</p>	<p>Geography (World Wide Study): Climate Change How is climate change affecting the world? Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources</p>	<p>History: World War II Battle of Britain When and why World War II began and find out about the key individuals and countries involved. What it was like for people on the home front and how they contributed to the war effort. (Trip to Bletchley Park)</p>
<p>ICT</p>	<p>Data Matters Children investigate the concept of "big data" and its use in the world. They review file types and protection. They explore binary form and develop understanding of computer networks. They search more efficiently and investigate their digital footprints (or 'digital tattoos'), building safe and responsible use of online spaces. They create and search flat-file databases,</p>		<p>Morphing Image Children use 3D graphical modelling to create and explore objects. They review operating systems. They evaluate films and animations, going on to create live film or animations for specific audiences. They demonstrate their understanding of copyright and ownership.</p>		<p>Robotics and Systems Children investigate automated systems in the wider world and the use of sensors within them. They consider natural systems and use abstraction to represent them. They create, test, debug and refine algorithms, pseudocode and the related programs using sequence, selection, repetition and variables. They program physical devices, controlling inputs and</p>	

	developing accuracy and efficiency.		outputs, relating to their study of automated systems
RE - Christianity and Buddhism	<p>Beliefs and practices; Symbols and actions (Identity and belonging) Celebrations and key events in life What it means to live as a Christian or Buddhist in Britain today. An understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people.</p> <p>Symbolic ways of expressing meaning How different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.</p> <p>Exploring the annunciation in a sacred and secular Christmas <i>Incarnation</i> <i>2b.4 Digging Deeper Was Jesus the Messiah?</i></p>	<p>Identity and belonging; Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. How followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p> <p>Communicating beyond prayer and sacred spaces Consider what a multi-faith prayer space might look like and they will learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.</p>	<p>Sources of wisdom; Sacred texts and stories, their guidance and impact They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. Taking responsibility for living together, values and respect They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. Consider if following God can bring freedom and justice. (<i>UC 2b.6 What did Jesus do to save human beings?</i>) Different ideas about God and gods, creation and ultimate questions Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science.</p> <p>Reflecting on ethics, what is right and wrong, just and fair Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p>

			The significance of Salvation <i>Salvation</i> <i>2b.6 What did Jesus do to save human beings?</i>			
Science	Light <ul style="list-style-type: none"> To recognise that light appears to travel in straight lines To 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 To 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 To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	Electricity <ul style="list-style-type: none"> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To 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 To use recognised symbols when representing a simple circuit in a diagram 	Evolution and Inheritance <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 		Living things and their habitats Classifying living things <ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics 	Animals including Humans Digestion and circulation <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans
Art & Design	D&T	Art	D&T	D&T	Art	Art

	Periscopes (linked to Science)	Seascapes	Global Food	Clay Artefacts from Shang Dynasty	Perspective and scaling	Stain Glass Windows
Music	Young Voices preparation : Learn a wide range of challenging songs and dance moves in readiness for performance. This is every second year and on the alternate year different music topics will be taught to the children.		Develop an understanding of the history of music and the importance it plays socially. Key links to history study by looking at music from WW1 and WW2.		Year 5 and 6 Production	
MFL - French	Weather Learning to say and write the date, time, seasons and seasonal colours.	Weather Learning to say and write the date, time, seasons and seasonal colours.	Weather Learning to say and write the date, time, seasons and seasonal colours.	Weather Learning to say and write the date, time, seasons and seasonal colours.	Weather Learning to say and write the date, time, seasons and seasonal colours.	Weather Learning to say and write the date, time, seasons and seasonal colours.
PSHCE	Preparation for PGL New Beginnings Getting on and Falling out Say No to Bullying		Going for Goals Good to be me		Behaving responsibly Resolving differences Recognising we are all different How we change in puberty School rules Changes - preparation for transition to year 7	
PE	Basketball	Basketball	Tag Rugby	Tennis	Rounders	Athletics
	Hockey	Tag Rugby	Multi-skills	Multi-skills		