## YEAR 6 CURRICULUM MAP 2023-24 (Cycle A)

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|  | | **Autumn**  **WW II – The World at War** | **Spring**  **Brazil to Bearpark** | **Summer**  **A World of Wonder** |
| **Reading** | **Word reading** | **NC Appendix 1 (NC p 43)** | | |
| **Comprehension** | **Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books (NC p 43)** | | |
| **Writing** | **Transcription** | **Spelling programme ( NC Appendix 1)** | | |
| **Composition** | **Writing focusing on audience, purpose and form (NC p 47/48)** | | |
| **VGP** | **NC Appendix 2** | | |
| **Speaking and Listening** | | **12 Statutory statements (NC p 17)** | | |
| [**Mat****hs**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20Mathematics.doc) | | **Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics** | | |
| [**Science**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20QCA%20Science.doc) | | **Evolution and Inheritance (Y6)**  • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  • 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. | **Living Things and Their Habitats (Y6)**  •  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  •  give reasons for classifying plants and animals based on specific characteristics. | **Electricity**  **Light** |
| **Working Scientifically –** ongoing across the year | | |
| **Computing** | | **Computing Systems and Networks –**  Systems and searching  **Creating media –**  Video production  **Digital Literacy –**  Making choices about online identity.  Making positive contributions in online communities.  Coping with online bullying. | **Programming A –**  Selection in physical computing  **Data and Information –**  Flat-file databases  **Digital Literacy –**  Making judgements about online information.  Assessing information found online.  To understand the healthy use of technology. | **Creating Media –**  Introduction to vector graphics  **Programming B –**  Selection in quizzes  **Digital Literacy –**  To consider password strength.  To understand how information is used online.  To understand content copyright and permissions. |
| [**History**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20History.doc) | | **The Second World War didn’t have an impact on the local area, did it?** |  | **Were the Ancient Mayans and the Vikings similar?** |
| [**Geography**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20Geography.doc) | | **Locational Knowledge** - position and significance of lines of longitude and latitude and time zones. | **Human and physical geography** – mountains and rivers (South America). | **Locational and place knowledge** comparing and contrasting South America, a European country, and the local area. (focus: Manaus, Cologne, Durham). |
| **Geographical skills and fieldwork –** on going across the year | | |
| [**D.T.**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20Design%20and%20Technology.doc) | | **Textiles** – combining different fabric shapes | **Food –** celebrating culture and seasonality | **Electrical systems** – More complex switches and circuits |
| [**Art**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20Art.doc) **and Design** | | **Paul Klee** – Tone and Shade – Pointillism.  Second World War link. | **Henri Rousseau** – Paint/Over-sketch.  Rainforest link. | **The Art Teacher** – Clay portraits.  Mayans link. |
| **Create sketchbooks to record observations** | | |
| [**Music**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20Music.doc) | | Singing, percussion, ukulele with specialist teacher. | | |
| [**MFL**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20Music.doc) | | **Language Angels:**  **Phonics 3 and 4**  **The Date**  **Do You Have A Pet?** | **Language Angels:**  **At the Tea Room**  **At the Café**  **At the Restaurant**  **Olympics** | **Language Angels:**  **Planets**  **At School** |
| [**P.E.**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20QCA%20Physical%20Education.doc) | | **Invasion games**  **Dance** | **Gymnastics**  **Outdoor Adventuring Activities** | **Net/Wall Games**  **Striking and Fielding Games (cricket)**  **Athletics** |
| [**R.E.**](file:///C:\Users\Sarah.Patterson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RHXWNG9G\Delivering%20RE.doc) | | **What can we learn about religious diversity in our area?**  **What can we find out about a local Muslim Community?**    **What are the themes of Christmas?** | **How and why do people care for the environment?**  **Why is the Last Supper so important to Christians?** | **So, what do we now know about Christianity?** |
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