



Kew Woods Primary School Curriculum Map Year 6



Year Group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Once - Morris Gleitzman Historical fiction Letters - formal and informal	Poetry - Highwayman by Alfred Noyes Discussion piece - Was it right to fight? Programme of performance - adult and child audience.	Fantasy Story - Skellig by David Almond Non-chronological report (informal biased on Skellig) Poetry - Tyger by William Blake	Explanation - Evolution linked to skellig Autobiography of Auguste Rodin Recount - Diary of Maya artefacts. Non-chronological report (formal) 7 Wonders of the world.	The Arrival By Shaun Tan - Persuasive letter and viral campaign to allow more refugees. Diary entry of a refugee. Narrative recount	Fantasy Action - Hobbit Report - innovations and inventions during the Victorian era Play script - Macbeth - Shakespeare.
Mathematics	Place Value Addition, subtraction, multiplication and division	Fractions Decimals Position and Direction	Percentages Algebra Converting Units	Perimeter, area and volume Ratio Shape	Problem solving SATs Statistics	Investigations
Computing	Coding on iPads - Learn to code 1 and 2 - Swift playground on iPad	Blogging Purple Mash unit 6.4 <i>2Blog</i>	Quizzing Purple Mash unit 6.7 <i>2Quiz, 2DIY, Text Toolkit, 2Investigate</i>	Quizzing Purple Mash unit 6.7 <i>2Quiz, 2DIY, Text Toolkit, 2Investigate</i>	Movie Makers iMovie on iPads	Movie Makers iMovie on iPads
Science	<u>All living things</u> • Describe how living things are classified into broad groups according to common	<u>Evolution and inheritance</u> • Recognise that living things produce offspring of the same kind, but	<u>Animals including humans</u> • Identify and name the main parts of the human circulatory system, and	<u>Keeping healthy and diet and lifestyle</u> • Recognise the impact of diet,	<u>Light</u> • Recognise that light appears to travel in straight lines.	<u>Electricity</u> • Associate the brightness of a lamp or the

	<p>observable characteristics 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. 	<p>normally offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	<p>describe the functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>exercise, drugs and lifestyle on the way their bodies function.</p>	<ul style="list-style-type: none"> • 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. • 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>volume of a buzzer with the number and voltage of cells used in the circuit.</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.
History	<p><u>WWII</u></p> <p>Was it right to fight?</p> <p>Causes of WWII.</p> <p>The Home Front.</p>	<p><u>WWII</u></p> <p>Was it right to fight?</p> <p>Legacy of WWII in post-war Britain.</p> <p>Was it right to fight?</p>	<p><u>Ancient Civilisations and Maya</u></p> <p>Why should we remember the Maya?</p> <p>Timeline of ancient civilisations.</p>	<p><u>Ancient Civilisations and Maya</u></p> <p>Why should we remember the Maya?</p>	<p><u>Exploration and Innovation</u></p> <p>What role did exploration play in the British Empire?</p>	<p><u>Exploration and Innovation</u></p> <p>What role did exploration play in the</p>

	Historical Enquiry: Select suitable sources of evidence - Life in Britain during WWII		Seven ancient wonders of the world. Artefacts of the Ancient Maya.	Compare and contrast the Maya civilisation with the ancient Egypt civilisation. Why should we remember the Maya?	Significant periods of change in the Victorian Era (expansion of the British Empire) The positive and negative consequences of the British Empire Significant technological innovations during the Victorian Era	British Empire? Historical enquiry: Select suitable sources of evidence – Are the stories by Charles Dickens a true reflection of poverty in the Victorian Era? What role did exploration play in British history?
Geography	Using Maps features 6grid references Biomes and climate zones	Taiga and terrestrial Temperate deciduous forest Chaparral	Grassland Temperate desert Alpine Mountains	Scrubland Savannah	Tropical Desert Tropical Deciduous rainforest	North and South America
Art	Capturing conflict Artist Spotlight - Paul Nash POP	Amazed by Architecture Artist Spotlight - Zaha Hadid POP	Futurism Artist Spotlight - Umberto Boccioni POP	Power of love Artist Spotlight - Auguste Rodin POP	Cultural tradition in Art Artist Spotlight - Richard Kimbo POP	Art and Fashion Artist Spotlight - Piet Mondrian POP
DT	Structures Frame structures	Structures Frame structures	Mechanical systems CAMS	Mechanical systems	Electrical systems	Electrical system

	WW2 Shelter	WW2 Shelter	Pop-up toy	CAMS Pop-up toy	Monitoring and control Moving vehicle	Monitoring and control Moving vehicle
Music	<p><u>Happy (Pop)</u></p> <p>All learning focussed around one song – Happy by Pharrell Williams. Listen and appraise songs from different eras about being happy. Complete the musical activities to build on knowledge and understanding of the interrelated dimensions of music. Sing. Glockenspiels used Compose. Perform.</p>	<p><u>Classroom Jazz 2</u></p> <p>This unit is built on previous learning from year 5. Focussed around two tunes – Bacharach Anorak and The Blues. Children will build on their knowledge on improvisation and playing tuned instruments (glockenspiels).</p>	<p><u>A New Year carol</u></p> <p>A New Year Carol (Benjamin Britten) All learning focussed around one song – Benjamin Britten's Friday Afternoon's A New Yaer Carol. Opportunities to research his life and listen to his work. Build on interrelated dimensions of music through games tracks and singing.</p>	<p><u>You've got a friend</u></p> <p>You've Got a Friend (Friendship songs and other songs by Carol King) Learning is focussed around one song – You've Got a Friend in me. Listen and appraise other Carol King Songs. Complete the musical activities to build on knowledge and understanding of the interrelated dimensions of music. Sing. Glockenspiels used Compose. Perform.</p>	<p><u>You've got a friend</u></p> <p>Friendship and other songs by Carole King</p>	<p><u>Reflect, rewind and replay</u></p> <p>Reflect, Rewind and Replay (Consolidate learning from the year) Consolidate learning that has taken place throughout the year by revisiting songs and musical activities. Singing. Play instruments within the song. Improvisation using voices and instruments. Composition. Share and perform the learning that has taken place</p>

RE	<u>Christianity</u>	<u>Islam</u>	<u>Hinduism</u>	<u>Christianity</u>	<u>Judaism</u>	<u>Hinduism</u>
PE	<u>Invasion games</u> Basketball <u>Gymnastics</u> Counter balance	<u>Invasion games</u> Hockey <u>Dance</u>	<u>Invasion Games</u> Tag Rugby <u>Indoor athletics</u>	<u>Games</u> Dodgeball <u>OAA</u> Robinwood	<u>Striking and Fielding</u> Rounders <u>Athletics</u>	<u>Court games</u> Tennis <u>Health related fitness</u>
PSHE and RSE	<u>New Beginnings Code of Conduct</u> Relationship and appropriate touch <u>Keeping and staying safe</u> Gangs workshop (James Riley)	<u>Relationships - Anti-bullying week</u> <u>Altru Drama performance</u> The working world - My contribution - employment enterprise	<u>Going for goals</u> <u>Computer safety - internet safety - making friends online</u> Image sharing	<u>Personal safety</u> Y7 cycling transition Water safety - unknown waters Feelings and emotions: Adults' and children's views assessment	<u>Keeping / staying healthy</u> Eating healthy - assessment Drugs Alcohol Altru drama - eyes wide open performance Feelings and emotions - Worry	<u>Changes</u> <u>Transition</u> Growing up and changing - puberty - concept assessment.
French	<u>Verbs & Grammar</u> Pronouns (Je, Tu, Nous etc.) Regular verbs including Jouer, Finir and Vendre. Key Concepts Speaking, Reading, Grammar	<u>Le Seconde Guerre Mondiale</u> <u>World War II</u> Children will learn to decode, compare and be introduced to the concept of the past tense using cognate based texts and clear pictorial cues. Children will be taught how to locate nouns, adjectives and verbs in longer passages of text. Key Concepts	<u>A L'École</u> <u>At School</u> 10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... / aller (in all forms) / time introduced simply by the hour. Key Concepts Speaking, Reading, Writing	<u>La Week-end</u> <u>The Weekend</u> Time in detail including et quart / moins le quart etc. 10 weekend activities including je joue au foot / je vais à la piscine etc. / connectives including plus tard / aussi etc. Key Concepts Speaking, Reading, Writing	<u>Manger Et Bouger</u> <u>Healthy Lifestyles</u> 10 healthy food choices (including du poisson / des fruits) / 10 unhealthy food choices / introduction to the concept of 'some' in French (du / de l' / de la / des) use of verbs manger and boire in conjunction with the foods & drinks / use of the negative form of the verbs manger and	<u>Moi Dans Le Monde (Me In The World)</u> Includes: Ma fête préférée est..., Je m'appelle..., Je parle..., J'habite à..., J'habite en..., Je vais utiliser moins de plastique, Je vais

		Speaking, Listening, Reading, Writing			boire je ne mange pas de... etc. / 8 options for active and non-active physical activities je joue au foot / example of a healthy recipe Key Concepts Speaking, Reading, Writing, Grammar	utiliser moins d'eau etc. Key Concepts Speaking, Reading
<i>Educational Visits / WOW events</i>		Year 6 Production	Robin Wood			