

Etherley Lane Primary School - YEAR 6 CURRICULUM MAP

		Autumn – The Tudors (H)	Spring - The Victorians (H)	Summer – The 20 th Century (H)
Reading	Word reading	NC Appendix 1 (NC p 43) Year 6		
	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) Year 6		
Writing	Transcription	Spelling programme (NC Appendix 1) Year 6		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48) Year 6 Play scripts Persuasive writing Non chronological reports Letters Diary Biography & autobiography Poetry – imagery Stories – variety of fiction genres Stories - flashbacks		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science	Evolution and Inheritance - recycling Animals including humans – healthy lifestyle	Electricity – eco energy Light	Living Things and Habitats - biodiversity	
	Working Scientifically – on going across the year			
Computing		Rising Stars Year 6	Rising Stars Year 6	Rising Stars Year 6
History		The Tudors Important aspects of the Tudor era esp. leisure and entertainment – link to Shakespeare	The Victorians What have the Victorians done for us? Victorian era in the local area	The Twentieth century WW1 & WW2 – rationing – grow own food Important events of 20 th century, especially in local area Development of Fairtrade, energy sources over time (coal, nuclear etc..)
Geography		Focus: Britain Look at changes across the different historical periods studied Locate countries (esp Europe) and counties of Britain, look at major cities and environmental regions Physical and human features of Britain Locational Knowledge - position and significance of lines of longitude and latitude and time zones Geographical skills and fieldwork -using maps, atlases and globes Geographical skills and fieldwork – on going across the year		
D.T.		Cooking and Nutrition A Tudor meal - Fairtrade	Mechanism – make a moving cam model based on Victorian toys	Structure - make an air raid shelter
Art and Design		Printing - fossils Drawing – observational drawings and develop section	Textiles – Victorian samplers Use sewing skills to create items to be sold (Fairtrade)	Painting & printing - pop art subject based on twentieth century Sculpture – Modern art
		Create sketchbooks to record observations		
Music		Musical Express Y6: Songwriter; cyclic patterns; Stars, hide your fires; Who knows? Music related to Tudors, Victorians, Twentieth Century, Britain Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact. (Durham Music Service)		
MFL		Unit 20 Notre Monde	Unit 21 Monter un cafe	The Past and the Present
P.E.		Rugby festival Games – call the shots – tag rugby, grid rugby	Dance – making the grade Gymnastics – group dynamics – gym unit 6	Outdoor adventurous – crystal star – electric fence Athletics – three jump Swimming catch up if needed
R.E.		What do people use ritual in their lives? What do the gospels tell us about the birth of Jesus?	Why should people with a religious faith care about the environment? Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts)
		Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		
P.S.H.C.E.		Rights Respecting, Global citizenship, E-Safety, SRE, Eco-Schools, Fairtrade, Health & Wellbeing, Relationships, Living in the Wider World – integrated into other subjects and as individual topics when appropriate.		

Additional ideas relating to Computing

<p>Computing</p>	<p>Computer Science - Solve problems by decomposing them into smaller parts; Use logical reasoning to detect and correct errors in algorithms Design and create a simple rainforest game in for example Kodu e.g. <i>planting trees v excavators</i></p> <p>IT - Combine a variety of software to accomplish given goals and Select, use, combine software Create an animation or video about the threats to the rainforest using websites evaluated for bias. Write a news report on creating a survival structure (Print/Audio/Video) Design a website to promote understanding of rainforest</p> <p>Digital Literacy - Appreciate how search results are ranked find and evaluate websites for bias used to search for info on Rainforests</p>	<p>Computer Science -</p> <p>IT - Use and combine software on a range of digital devices. Use a device to record a non-reversible reaction and create an “encyclopedia” entry about it. Plan, Produce and Edit a short instructional video on how to bake bread. Design and create systems Create a spreadsheet model to calculate quantities for bread recipes</p> <p>Digital Literacy - Be discerning in evaluating digital content Talking safely online, What is cyberbullying? (SWGfL)</p>	<p>Computer Science - Use selection in programs; Work with variables; Use logical reasoning to explain how some simple algorithms work; Design a racing game in Scratch/Kodu that includes a scoring system. Print out code and annotate</p> <p>IT - Analyse & Evaluate data Use an online Olympic database to research an athlete. Use to create Wikipedia type report. Select, use and combine software use photo editing software or pixlr to create digital pop art image. Understand the opportunities computer networks offer for collaboration Construct questionnaire in google forms about sports they play. Complete then analyze results to produce a report for governors include graphs/charts/tables</p> <p>Digital Literacy - Be discerning in evaluating digital content Selling Stereotypes – how images are manipulated. Privacy Rules – what information should you share Super Digital Citizen (SWGfL)</p>
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