

# Curriculum Map – Year 6 2022-23

|                               | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|-------------------------------|---|--|---|--|--|---|
| Core Value Topic              | 6 ½ weeks<br>Respect<br><b>Friendship</b>   | 7 ½ weeks<br>Kindness<br><b>Pure Fiction</b>   | 5 ½ weeks<br>Integrity<br><b>Pure Fiction</b>   | 6 weeks<br>Resilience<br><b>War and Peace Humanities</b>   | 6 weeks<br>Leadership<br><b>Pure Fiction</b>   | 7 weeks<br>Sustainability<br><b>Our Environment</b>   |
| Core Texts                    | September Project: This is Me!<br><br>There's a Boy in the Girl's Bathroom!<br><br>Poetry<br>Sensational! Poems inspired by the five senses   | Other Side of Truth  | Boy in the Striped Pyjamas<br><br>Poetry<br>Junk<br><br>Narrative Poetry  | Goodnight Mr Tom   | Poetry<br>Selected Poems for Children<br>By Charles Causley<br><br>Ballads                     | Wonder  |
| English – Non-Fiction Writing | Description<br>Flashback<br>Persuasion/Argument<br>Number: Place value<br>Number: Four Operations   | Poetry<br>Reports<br>Character/setting/plot<br>Number: Fractions A<br>Number: Fractions B<br>Measurements: Converting Units  | Playscript<br>Short stories<br>Diary<br>Number: Ratio<br>Number: Algebra<br>Number: Decimals  | Poetry<br>Autobiography<br>Chapter stories<br>Number: Fractions, decimals and percentages<br>Measurement: Area, perimeter and volume<br>Statistics | Poetry<br>Biography<br>Geometry: Shape<br>Geometry: Position and direction                     | Child led inquiry.<br>Debate<br><br>Consolidation<br>Problem Solving                              |
| Science                       | Light / How we see Things<br>(Braille and visually impaired awareness)  | Electricity<br>(Impact of cobalt mining to create batteries)   | Living things – classification<br>(Who inspired Carl Linnaeus? Global scientists)   | Animals and humans: diet and lifestyle<br>(Data behind different COVID-19 vaccines – successes and benefits from many backgrounds with one goal)   | Evolution and inheritance<br>(Diversity of scientists who worked on 'evolution' before Darwin) | Working scientifically<br>(Example of scientific contributions from different countries/cultures) |
| Computing                     | Computing systems and networks, communication and collaboration.  | Creating media, webpage creation.  | Programming A, variables in games.  | Data and information, spreadsheets.  | Creating media, 3D modelling.  | Programming B, sensing movement.  |
| History                       | The Vikings and Anglo-Saxons<br><br>A struggle for the kingdom of England to the time of Edward the Confessor<br>Where people came from, differences between people. Accepting others.<br>How did Abbot Hadrian of Canterbury help to make Christians of the Anglo-Saxons | World War 2<br>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066<br>Why did Africans / other people from British Empire fight in WW2.<br>How the British and Imperial war dead remembered in comparison to those from African countries. | World War 2<br>Where did the Windrush Generation come from? Why? How were they treated in the UK?<br><br>5rs – remarkable, remembered, resulted in change, resonant, revealing. | Windrush Generation  |  |   |

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| <b>Geography</b>                  | <b>How on Earth?</b><br>Our World from the International Space Station - World Mapping Skills GIS<br>Make comparisons between Lagos and London (agriculture, human and physical geography, address misconceptions)          | <b>Our Challenging world</b><br>Natural World Weather Disasters – Flood, Tsunami, Volcanoes<br>The effect of weather disasters around the world and how it affects people's lives – comparing communities around the world. |
| <b>DT</b>                         | <b>Electronics</b><br>Please refer to the progression of skills in the DT folder  | <b>Mechanisms and control</b><br>- <b>Linked with Forces</b><br>Please refer to the progression of skills in the DT folder<br><b>Rollercoasters around the world and their designers-</b>                                   |
| <b>Art</b>                        | <b>Drawing</b><br>Still Life Drawing-Close Observation<br>Light and Dark<br>Explore sculptures from around the world, drawing them and looking closely at how they are balanced   | <b>Painting</b><br>Hue, Tint, Tone, Shades and Mood<br>Monet (paris), Paul klee (swiss) explore other artists of similar style across the world, compare paintings.   |
| <b>Music</b>                      | Happy<br>Classroom Jazz   | Women in music<br>Reflect, Replay, Rewind   |
| <b>RE</b>                         | Journey of Life and Death<br>WS celebration - Diwali  | Sikhism part 2<br>Unit 4 Belonging to the Sikh community<br>WS celebration -  |
| <b>PE</b>                         | Session 1: Basketball<br>Session 2: Dance   | Session 1: <b>Cricket</b><br>Session 2: <b>Cricket</b>  |
| <b>French</b>                     | <b>Actions</b>  | <b>The Future</b>   |
| <b>PSHE</b>                       | Skills for Learning<br>Grade 3<br>Who are our friends?<br>Are your friends all the same? Is that good?<br>Why different friends help you in different ways. Do you need to behave in different ways with different friends? | SRE<br>Channel 4<br>Are the effects of climate change equal across the earth? Are the solutions that are required the same? How might different communities address climate change?   |
| <b>Trips, Workshops and Topic</b> |   |   |

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| Days |  |  |  |  |  |  |  |
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**AUTUMN:**

- 2 Weeks - September Project**
- 4 Weeks - Black History (Non-Fiction)**
- 4 Weeks – Fiction**
- 2 Weeks - Poetry**
- 2 Weeks Non-Fiction**

The expectation over a term (12 weeks) is:

- 2 weeks poetry the CPLE unit on the map
- 3-4 weeks non-fiction, application of skills and genre taught will be reinforced and applied during Topic, RE, Science
- 6-7 weeks of fiction – You do not have to use all the books in the maps as some books/sequences will need 3-4 week teaching cycles.