

Year 6 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Playscripts Descriptive narrative Biography Fact file	Poetry Recount (diary entry) Instructions Descriptive writing	Non-chronological report Short story Newspaper report Setting description	Non-chronological report Recount (diary entry) Letter	Newspaper report Balanced argument	Descriptive narrative Playscript
Mathematics	Place value including decimals Mental and written addition Mental and written multiplication (time) 2D and 3D shape Mental and written subtraction Mental and written division	Fractions, percentages, ratio and proportion Geometry, angles and statistics (including pie charts) Measurement-length, including perimeter and mass Measurement- area and volume	Place value, sequences and co ordinates 2D shape, translation and reflection Measurement-temperature Calculating with fractions Mental and written division Mental and written multiplication	Mental and written addition and subtraction Measurement, ratio and proportion 2D and 3D shape Area, perimeter and volume of shapes Statistics, line graphs and pie charts	Place value, decimals and fractions Mental and written calculation Calculating fractions, ratio and proportion Co-ordinates, translation and reflection Algebra and sequences Measurement (length and time) Statistics	Measurement- volume and capacity Mental and written calculations Fractions Place value and decimals 2D and 3D shape
Topic title	Shakespeare's England	Hola Mexico	Hola Mexico	Frozen Kingdom	Frozen Kingdom	Production: Alice in Wonderland
Science	Blood and the circulatory system	Light and Shadows Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Working scientifically	Living things and their habitats Adaptation		
Computing	Collecting, Evaluating and presenting information	Online research Digital Presentions Use Google Maps to visit Maya landmarks, such as Chichén Itza.	Collecting, Evaluating and presenting information	Using search technologies Using presentation software	Online research Morphing animations Understanding computer networks	

		Capture images from Street View and use simple language to describe key features of the landmarks. Type in their sentences into Google Translate and listen to the translation in Spanish. Record the translation and insert the the sound file with the image. Collect images of other interesting Maya places. Try translating common questions someone travelling in Mexico might ask			
History	The History of William Shakespeare	Ancient Maya civilisation	Ancient Maya civilisation	The history of the Titanic disaster	The history of the Titanic disaster
Geography	Tudor London	Using Maps Human and physical geography of Mexico	Compare the physical and human geographical features of England and Mexico. Using maps Geographical similarities and differences Islands of the world	Features of the polar regions	
Art & Design	Portraits Tudor weaving Designed and created Masquerade masks	Designed totem poles Designed and made Day of the Dead masks	Mexican designs	Digital art – David Hockney style	
DT	Building the Globe Theatre	Chilli tasting and evaluating	Construct a totem pole		Building a Spitfire

Music	The music Of Tudor Dance	Mexican Music Musical Notation	Soundscapes	Listening, performing and composing		
PHSCE	New Beginnings	Friendship	Going for Goals	Good to be Me	Relationships	Changes
PE	<p><b>Invasion Games</b> <b>Physical Me:</b> To know how to and can send a ball using different techniques I have learnt for invasion games and vary them depending on who I am sending it to or what is needed in different situations To participate in 3 v 3, 4 v 4, 5 v 5 invasion games using space appropriately considering my team mates and the techniques learnt.</p> <p><b>Gymnastics</b> <b>Physical Me:</b> To be able to safely perform a range of 5 or more actions in a sequence with fluency, control and balance on and around the apparatus</p>	<p><b>Invasion Games</b> <b>Physical Me:</b> To perform a range of FMS throughout the lesson with increased control, accuracy and co-ordination. To be able to apply these skills successfully to a 4 v 4 / 5 v 5 invasion game situation</p> <p><b>Gymnastics</b> <b>Physical Me:</b> To imaginatively research, explore, apply and perform a range of 6+ actions in a sequence with fluency and rhythm which can be repeated on both floor and apparatus. To be able to apply contrasting body shape in a sequence on both floor and apparatus at every part of the sequence. To be able to apply symmetry and asymmetry in a sequence on both floor and apparatus.</p>	<p><b>Striking and Fielding</b> <b>Physical Me:</b> To safely and confidently perform the role of the field judge / referee in a range of Striking and fielding games</p> <p><b>Gymnastics</b> <b>Physical Me:</b> To imaginatively research, explore, apply and perform a range of 7+ actions in a sequence with fluency that can be repeated on both floor and apparatus.</p>	<p><b>Athletics</b> <b>Physical Me:</b> To explore and develop the most effective use of body parts, control and strength when throwing for distance and height consider To explore the most efficient way to run over barriers to increase the speed. considering the benefits of establishing a lead leg preference and rhythm over 1-2-3, over 1-2-3 over.</p> <p><b>Gymnastics</b> <b>Physical Me:</b> To imaginatively research, explore, apply and perform a range of 8+ actions in a sequence with fluency that can be repeated on both floor and apparatus. To be able to adapt an individual sequence to become a paired sequence showing communication and collaboration skills. To be able to apply contrasting levels, and direction, showing clarity of shape and</p>	<p><b>Net and Wall games</b> <b>Physical Me:</b> To perform a range of FMS for N &amp; W activities maintain balance, start explosively, be stable in a ready position, hit the ball / shuttlecock at different targets To develop sending and receiving a ball with a partner or up to 4's To develop strategies for use of space to either send or receive a ball to outwit opponents.</p>	

		To explore the most effective ways to achieve height when jumping, best use of body parts to help hold the shape, posture and balance		good body tension in a sequence on both floor and apparatus		
French						
RE	<p><b>Believing</b>  <b>What do religions say to use when life gets hard?</b>          (Christians, Hindus and non-religious)          Is death the end? Does it matter?          Why is there suffering? Are there any solutions</p>	<p><b>Expressing</b>  <b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b>          (Christians, Muslims and non-religious)          How can people express the spiritual through the arts?</p>	<p><b>Living</b>  <b>What matters most to Christians and humanists?</b>          How should we care for others and the world, and why does it matter?          What can we learn from religions about deciding right and wrong?          Does religion help people?</p>			

