

**Skerton St Luke's CE Primary School**  
**Curriculum Map**  
**(2017 -2018)**

Name: Miss Garnett

Class: Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Week</b>	Art Week New Beginnings / Values	Location, Location Location. Geography	Let's Investigate Science	Fantastic Books + Read-a-thon English	Come Dine with Me Design Technology/Science	Lights, Camera, Action ICT, Drama, Literacy
<b>Class Topic</b>	<b>Survival!</b>	<b>Oh! I Do Like To Be Beside The Seaside</b>		<b>Super Sleuth!</b>	<b>Heroes and Villains</b>	<b>Britten's Got Talent?</b>
<b>Storytelling/ Novel</b>	Kensuke's Kingdom Holes	Kidnapped by Pie Corbett on the Teach Primary website (here). The Sea Chest by Toni Buzzeo. Miss Rumphius: a picture book by Barbara Cooney. Carrie's War by Nina Bawden	Rooftoppers by Katherine Rundell. Alone on a Wide, Wide Sea by Michael Morpurgo. Why the Whales Came by Michael Morpurgo. Over Sea, Under Stone by Susan Cooper.	Foul Play by Tom Palmer. Whodunit? Detective Stories Chosen by Philip Pullman. Adventure Island: The Mystery of the Whistling Caves by Helen Moss (series of titles).	Macbeth by William Shakespeare. Romeo and Juliet by William Shakespeare. Shakespeare Stories by Leon Garfield. Stories from Shakespeare by Usborne.	Chitty Chitty Bang Bang by Ian Fleming. The Wizard of Oz by L Frank Baum. Mary Poppins by PL Travers. Alice in Wonderland by Lewis Carroll.
<b>Literacy Units Fiction and non-fiction</b>	Fiction Narrative Diary Extract Non-fiction (Fact file)	Short stories with flashbacks Novel as a theme Classic narrative poetry	Recount: autobiography Debates / discussion Poems on a theme	Detective / crime fiction Explanations	Older literature Information text hybrid Poems with imagery	Classic fiction Poetry - Songs and Lyrics Persuasion: A Formal Review
<b>Cross Curricular Writing opportunities</b>	IT / DL - digital research Art work stimulus for ship wrecked narrative	Create diaries from Carrie's War Visit to Lancaster Castle- Create a tour guide.	Create a piece of narrative using local stimulus- focus on photography.	Use of green screen/ comic app to create a piece of narrative/detective novel.	Writing recipes/instructions linked to the food created in DT lessons.	Use of Drama to create a piece of writing
<b>Local Link</b>	Compare and contrast local area to places on the Journey in Kensuke's Kingdom.	Study of our local area Visit to Lancaster Castle- Create a tour guide. Comparing the local areas			Food which has been produced locally- Testing session	Perform to the local area in School Production
<b>National Link</b>	Visit London- Houses of Parliament	Visit by an evacuee Visit by an aviation specialist- How the war			Discussion of fair trade and food produced in	History of the theatre- Linked to the

	Weather and effects on the environment How could we look after our country?	affected our local area and the UK		different areas of the UK	Globe Theatre, London.
<b>Global Link</b>	Countries all around the World- Focus on countries within the class novel Exploring the world around us, those with various climates/environments.	Comparing our local area to a different country- differences and similarities.		Understanding of foods all over the world.	Music from all around the world. Different music from different cultures
<b>Enrichment: Visits/ visitors</b>	Gregg Sykes PE London Trip- Houses of Parliament London Eye West end Musical Ferry Trip	Lancaster Castle Tour Local Historian- Museum Trip linked to WW1/WW2. Local tour around. Morecambe/Arnside trip	Tower Wood		Dance workshop experience- LUDUS
<b>Science:</b>	Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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 (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram. Use and interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'	Classification including subdivisions for vertebrates and invertebrates	Famous scientists and their contributions to the world Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 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.	Light - exploring the way light behaves including light sources, reflection, shadows. Recognise that light appears to travel in straight lines. 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
<b>Geography</b>	World's countries and key features -	Human geography, land use, economic activity, OS mapwork		<ul style="list-style-type: none"> <li>▪ Use more precise geographical language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relate different maps to each other and to</li> </ul>

	research	<p>Name and locate counties and cities of the United Kingdom (<i>revision</i>).</p> <p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Relate different maps to each other and to aerial photos.</p>		<p>relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Use appropriate search facilities when locating places on digital/online maps and websites</p> <ul style="list-style-type: none"> <li>▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</li> </ul>	<p>aerial photos.</p> <ul style="list-style-type: none"> <li>▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> <li>▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> </ul>
<b>History</b>	<p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</p>	<p>Aspect of British history beyond 1066 - leisure and entertainment</p> <p>Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>Begin to recognise why some events, people and changes might be judged as more historically significant than others. In depth study of different periods, using appropriate vocabulary when</p>		

			describing the passing of time and historical concepts		
<b>Music:</b>	Young Voices	Creating - explore, choose and organise musical structures, e.g. composing a rap	<p>Follow a short familiar text listening and reading at the same time.</p> <p>Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts.</p> <p>Read and understand the main points and some detail from a short written passage to write words, short phrases and short sentences, using a reference. Conjugate some basic high frequency irregular verbs.</p>	<p>Understand longer and more complex phrases / sentences. Initiate and sustain conversations and tell stories.</p> <p>Develop strategies for understanding new words in familiar material including using a dictionary.</p> <p>Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy</p> <p>Develop an awareness of verb patterns.</p>	<p>Understanding of the history of music, including Britten; performing - A New Year Carol by Britten</p> <p>Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</p> <p>Analyse and compare sounds</p> <p>Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p>
<b>Art/DT:</b>	Drawing and painting developed into digital art; developing sketchbook ideas Key Skill: Mastery of drawing	Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control Drawing and painting developed into collage / batik / felt making Key Skill: Mastery of collage	<p>Key Skill: Mastery of water colour painting</p> <p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p>	<p>Food - chefs, food heroes, designing a healthy menu/eat well plate</p> <p>Work from a variety of sources including observation.</p> <p>Key Skill: Mastery of printing</p>	<p>Painting inspired by music</p> <p>Key Skill: Mastery of painting</p>
<b>I.T.</b>	IT / DL - digital research	CS - programming / computational thinking / hardware	IT / CS / DL - digital research,	CS - computational thinking	IT - multimedia

	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	communication and collaboration / networking Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	
<b>P.E</b>	<p>Evolution of dance - create and perform dance pieces from a range of dance crazes</p> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> <li>▪ Shoot and score accurately in a range of ways.</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>▪ Focus on developing quality of travelling actions both on feet and hands and feet.</li> <li>▪ Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.</li> </ul> <p>Perform movements that are mirrored and/or matched</p> <ul style="list-style-type: none"> <li>▪ Counter balance with a partner.</li> <li>▪ Use all actions above on the floor and over, through, across and along apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throw a ball underarm, overarm.</li> <li>▪ Intercept a ball.</li> <li>▪ Hold and swing the racket well and play shots on both sides of the body and above their heads.</li> <li>▪ Play shots with reasonable accuracy.</li> <li>▪ Keep a rally going that is not cooperative.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hit a ball off a tee.</li> <li>▪ Different ways of striking a ball using different equipment (e.g. rounders, cricket).</li> <li>▪ Catch a small ball with two hands.</li> <li>▪ Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.</li> <li>▪ Bowl underarm and overarm with increasing accuracy and speed.</li> <li>▪ Retrieve, intercept and stop a ball when fielding.</li> </ul>	<p>OAA - Towerwood experience</p> <p>Take part in outdoor and adventurous activity challenges</p> <p>Develop communication and collaboration skills</p> <p>Evaluate their own success</p> <p>To take responsibility for self and others</p> <p>Take part in activities that involve working with and trusting others</p> <p>To work effectively as part of a team</p>	<p>Dance - create and perform a collaborative or individual dance piece- Year Six dance, children think about how to use movement to explore and communicate ideas.</p> <p>They explore a range of dances, using step and gesture patterns, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. They learn more about both dance style and music.</p>
<b>RE</b>	Discussion about journeys and the	Christmas / Advent	Eucharist	Easter	Ascension and Pentecost	Ideas about God

	introduction of the idea of life being a journey					
<b>PSHE</b>	New Beginnings	Anti-Bullying Being Valued	<i>Going for Goals</i>	<i>Good To Be Me</i>	Healthy Relationships	Changes
<b>MFL</b>	Actions	In France	Family	Activities	Future tense	Jobs