

Skerton St Luke's CE Primary School

Curriculum Map – 2020-2021



Name: Miss Garnett Class: Year 6

National Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Topic	Survival!	Britten's Got Talent?	Heroes and Villains	Super Sleuth!	Oh! I Do Like To Be Beside The Seaside	
Storytelling/ Novel	Kensuke's Kingdom Holes Charlies Darwin-Biography	Macbeth by William Shakespeare. Romeo and Juliet by William Shakespeare. Shakespeare Stories by Leon Garfield. Stories from Shakespeare by Usborne.	Carrie's War The Boy in the striped pyjamas Goodnight Mister Tom We are all born free	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).	Kidnapped by Pie Corbett on the Teach Primary website (here). The Sea Chest by Toni Buzzeo.	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
Literacy Units Fiction and non-fiction	Fiction Narrative Diary Extract Non-fiction (Fact file)	Old fiction. Short Stories	War fiction Diaries Letters Human Rights poetry/persuasive writing	Detective / crime fiction Explanations	Short stories with flashbacks Novel as a theme Classic narrative poetry	Recount: autobiography Debates / discussion Poems on a theme
Cross Curricular Writing opportunities	IT / DL - digital research Art work stimulus for ship wrecked narrative	Use of Drama to create a piece of writing	Older literature Information text hybrid Poems with imagery	Use of green screen/ comic app to create a piece of narrative/detective novel.	Create a piece of narrative using local stimulus-photography.	Drama for debate

Local Link	Compare and contrast local area to places on the Journey in Kensuke's Kingdom.	Perform to the local area in School Production	Writing recipes/instructions linked to the food created in DT lessons.		Study of our local area Visit to Morecambe Sea Side- Create a tour guide.
National Link	Houses of Parliament Weather and effects on the environment How could we look after our country?	History of the theatre- Linked to the Globe Theatre, London.	Visit by an evacuee Visit by an aviation specialist- How the war affected our local and national area and the UK		Comparing the local areas with another within the county
Global Link	Countries all around the World- Focus on countries within the class novel Exploring the world around us, those with various climates/environments	Music from all around the world. Different music from different cultures	Discussion of fair trade and food produced in different areas of the UK Countries affected by WW2- The impact on a variety of countries Human Rights		Comparing our local area to a different country- differences and similarities.
Enrichment: Visits/visitors		Dance workshop experience- LUDUS	Local Historian- Museum Trip linked to WW1/WW2.	Winnmarleigh OAA Experiences	Morecambe Sea Front Local tour around. Morecambe/Arnside trip

RE	Life as a journey	How do Christians prepare for Christmas?	Why do Christians celebrate the Eucharist? Why is the Exodus such a significant event in Jewish and Christian History?	Easter Who was Jesus?	Ascension and Pentecost	Ideas about God People of Faith
Science	Evolution and inheritance -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Light -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 -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 - explain why shadows have the same shape as the objects that cast them	Famous scientists and their contributions to the world Animals including Humans -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.	Classification - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics.	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 when representing a simple circuit in a diagram.	
Geography	Climate Human and physical geography		Water Cycle Describe and understand key aspects of physical geography, including:		Our Local Area Human geography, land use, economic activity, OS mapwork	

	describe and understand key aspects of: physical geography, including: climate zones		Water Cycle Rivers- EDEN LEARNING JOURNEY Describe and understand key aspects of physical geography, including: Rivers		Name and locate counties and cities of the United Kingdom (<i>revision</i>). Relate different maps to each other and to aerial photos Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied EDEN LEARNING JOURNEY
History	Parliament Place current study on time line in relation to other studies Use relevant <u>dates</u> and terms Know key dates, characters and events of time studied	The Suffragettes Describe how some changes affect life today Make links between some features of past societies Be aware that different evidence will lead to different conclusions	Spring 1 and Spring 2 WW2- Key Questions Give own reasons why events occurred, backed up with evidence Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact / fiction and opinion Know and understand that some evidence contains bias, propaganda, opinion or misinformation. This can affect how history is interpreted		Summer 1 and Summer 2 1950's onwards Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world
Music	Glockenspiel Appreciate and understand a wide range of high-quality live and recorded	A New Year Carol by Britten Understanding of the history of	Listen with attention to detail and recall sounds with increasing aural memory	improvise and compose music for a range of purposes using the inter-related	KS2 PRODUCTION play and perform in solo and ensemble contexts, using their voices and playing musical

	music drawn from different traditions	music, including Britten; performing		dimensions of music	instruments with increasing accuracy, fluency, control and expression
Art/DT	<p>Express Yourself Picasso Henry Rosseau Drawing and painting developed into digital art; developing sketchbook ideas Key Skill: Mastery of drawing to improve their mastery of art and design techniques, including drawing,</p> <p>William Morris Printing Can you recreate a wallpaper pattern in the style of William Morris? Can you use a design to guide them in making a printing block? Are you able to reflect on design choices?</p>	<p>Painting inspired by music Kandinsky Key Skill: Mastery of painting Learn about great artists, architects and designers in history. Digital media</p>	<p>“City Landscapes” Key Skill: Mastery of printing To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art within printing DT Food - chefs, food heroes, designing a healthy menu/eat well plate</p>	<p>“A sense of Place” Key Skill: Mastery of water colour painting To improve their mastery of art and design techniques, including painting Use fabrics to create 3D structures- Sea side based</p>	<p>Drawing and painting developed into collage / batik / felt making Key Skill: Mastery of collage Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control To continue to create sketch books to record their observations and use them to review and revisit ideas</p> <p>DT Project- FAIR GROUND RIDES</p>
Computing	<p>Digital research Understand computer networks including the internet and the opportunities they offer for communication.</p>	<p>Multimedia use search technologies effectively, appreciate how results are selected and ranked, and be</p>	<p>Computational thinking use sequence, selection, and repetition in programs; work with variables and various</p>	<p>Digital research, communication and collaboration / networking reinforce messages about</p>	<p>Programming / computational thinking / hardware design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems</p>

	select, use a variety of software on a range of digital devices to design and create a range of programs	discerning in evaluating digital content	forms of input and output	using technology safely	by decomposing them into smaller parts	
PSHE	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage Safe relationships Recognising and managing pressure; consent in different situations Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues		Belonging to a community Valuing diversity; challenging discrimination and stereotypes Media literacy and Digital resilience Evaluating media sources; sharing things online Money and Work Influences and attitudes to money; money and financial risks		Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Growing and changing Human reproduction and birth; increasing independence; managing transitions Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	
MFL	Actions -listen attentively to spoken language and show understanding by joining in and responding -engage in conversations; ask and answer questions; express opinions and	In France -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Family -Read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language	Activities -Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and	Future tense -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Jobs Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar

	respond to those of others; seek clarification and help*	-Speak in sentences, using familiar vocabulary, phrases and basic language structures	-describe people, places, things and actions orally* and in writing	the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences;		words and phrases*
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