

# Skerton St Luke's CE Primary School

## Curriculum Map – 2019 -2020



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	
<b>Storytelling/ Novel</b>	Kensuke's Kingdom Holes	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.	Macbeth by William Shakespeare. Romeo and Juliet by William Shakespeare. Shakespeare Stories by Leon Garfield. Stories from Shakespeare by Usborne.	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 Buzzed. 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
<b>Literacy Units</b> Fiction and non-fiction	Fiction Narrative Diary Extract Non-fiction (Fact file)	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Macbeth by William Shakespeare. Romeo and Juliet by William Shakespeare. Shakespeare Stories by Leon Garfield. Stories from Shakespeare by Usborne.	Detective / crime Explanations	Short stories with flashbacks Novel as a theme Classic narrative poetry	Recount: autobiography Debates / discussion Poems on a theme
<b>Cross Curricular Writing opportunities</b>	IT / DL - digital research Art work based on camouflage	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 diaries from Carrie's War Visit to Lancaster Castle	Create a piece of narrative using local stimulus- focus on photography.

<b>Local Link</b>	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 Lancaster Castle- Create a tour guide. Comparing the local areas
<b>National Link</b>	Visit London- 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.	Food which has been produced locally- Testing session		Visit by an evacuee Visit by an aviation specialist- How the war affected our local area and the UK
<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	Music from all around the world. Different music from different cultures	Discussion of fair trade and food produced in different areas of the UK		Comparing our local area to a different country- differences and similarities.
<b>Enrichment: Visits/ visitors</b>	London Trip- Houses of Parliament London Eye West end Musical Ferry Trip	Dance workshop experience- LUDUS	Understanding of foods all over the world.	Tower Wood OAA Experiences	Lancaster Castle Tour Local Historian- Museum Trip linked to WW1/WW2. Local tour around. Morecambe/Arnside trip
<b>RE</b>	Discussion about journeys and the introduction of the idea of life being a journey	Christmas / Advent	Eucharist	Easter	Ascension and Pentecost Ideas about God
<b>Science</b>	Evolution and inheritance	Light	Famous scientists and their contributions	Classification - <b>describe how</b>	Electricity

	<ul style="list-style-type: none"> <li>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>-recognise that light appears to travel in straight lines</li> <li>-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</li> <li>-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</li> <li>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<ul style="list-style-type: none"> <li>to the world</li> <li>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>-describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>-give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>-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</li> <li>-use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
<b>Geography</b>	World's countries and key features – research	Relate different maps to each	Use more precise geographical language relating to	<b>Use the 8 points of a compass, 4 and 6-figure grid</b>	Human geography, land use, economic activity, OS mapwork

	<p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>other and to aerial photos. 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</p> <p><b>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p>	<p>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> <p><b>-Collect and present data electronically</b></p> <p><b>Describe and understand key aspects of physical geography, including: climate zones, biomes</b></p>	<p><b>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</b></p>	<p>Name and locate counties and cities of the United Kingdom (revision).</p> <p>Relate different maps to each other and to aerial photos.</p> <p><b>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p>
<b>History</b>	<p>Understand how our knowledge of the past is constructed from a range of different sources and that different</p>	<p>Historical Enquiry</p> <p>-Recognise primary and secondary sources</p> <input type="checkbox"/>	<p><b>Extended chronological study</b> <b>Pupils should be taught a study of an aspect or theme in British history that</b></p>	<p>-Begin to recognise why some events, people and changes might be judged as more</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>versions of past events often exist, giving some reasons for this.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>	<p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>	<p><b>extends pupils' chronological knowledge beyond 1066</b></p> <p>Children to place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>	<p>historically significant than others. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts</p> <p><b>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</b></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><b>Pupils should be taught about an aspect of local history</b></p>
<b>Music</b>	<p>Young Voices appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>–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><b>listen with attention to detail and recall sounds with increasing aural memory</b></p> <p><b>use and understand staff and other musical notations</b></p>	<p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p>	<p>Creating - explore, choose and organise musical structures, e.g. composing a rap</p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>
<b>Art/DT</b>	<p>Drawing and painting developed into digital art; developing sketchbook ideas</p> <p>Key Skill: Mastery of drawing</p> <p><b>to improve their mastery of art and</b></p>	<p>Painting inspired by music</p> <p>Key Skill: Mastery of painting</p> <p><b>Learn about great artists, architects and designers in history.</b></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 water colour painting</p> <p>Use fabrics to create 3D structures.</p> <p><b>To improve their mastery of art and</b></p>	<p>Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control</p> <p>Drawing and painting developed into collage / batik / felt making</p> <p>Key Skill: Mastery of collage</p>

	design techniques, including drawing,		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	design techniques, including painting	To continue to create sketch books to record their observations and use them to review and revisit ideas
<b>Computing</b>	IT / DL - digital research  Understand computer networks including the internet; such as the world-wide web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information	IT – multimedia use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	CS - computational thinking  use sequence, selection, and repetition in programs; work with variables and various forms of input and output	IT / CS / DL - digital research, communication and collaboration / networking  reinforce messages about using technology safely	CS - programming / computational thinking / hardware design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
<b>P.E</b>	Evolution of dance - create and perform dance pieces from a range of dance crazes Change speed and direction easily i.e. dodging and swerving.	Dance - create and perform a collaborative or individual dance piece- Year Six dance, children think about how to use movement to explore and	Hit a ball off a tee. Different ways of striking a ball using different equipment Catch a small ball with two hands. Stop a ball and throw it back to partner, bowler or wicket	<b>OAA – Borwick Hall experience</b>  Take part in outdoor and adventurous activity challenges Develop communication	Focus on developing quality of travelling actions both on feet and hands and feet. Focus on developing  Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and

	<p>Travelling with an object i.e. running or dribbling a ball with/without equipment.</p> <p>Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed</p> <p><b>perform dances using a range of movement patterns</b></p>	<p>communicate ideas. 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> <p><b>develop flexibility, strength, technique, control and balance</b></p>	<p>keeper quickly and accurately.</p> <p>Bowl underarm and overarm with increasing accuracy and speed.</p> <p>Retrieve, intercept and stop a ball when fielding.</p> <p><b>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</b></p>	<p>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><b>use running, jumping, throwing and catching in isolation and in combination</b></p> <p><b>-take part in outdoor and adventurous activity challenges both individually and within a team</b></p>	<p>quality of shape and stillness. E.g. extended feet, hands, arms, legs. Perform movements that are mirrored and/or matched</p> <p>Counter balance with a partner</p> <p><b>develop flexibility, strength, technique, control and balance</b></p> <p>compare their performances with previous ones</p>	<p>above their heads.</p> <p>Play shots with reasonable accuracy.</p> <p>Keep a rally going that is not cooperative.</p> <p><b>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</b></p>
<b>PSHE</b>	New Beginnings	Anti-Bullying Being Valued	Going for Goals	Good To Be Me	Healthy Relationships	Changes
<b>MFL</b>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>-listen attentively to spoken language and show understanding by joining in and responding</li> <li>-engage in conversations; ask and answer questions; express opinions and respond</li> </ul>	<p>In France</p> <ul style="list-style-type: none"> <li>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>-Speak in sentences, using</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>-Read carefully and show understanding of words, phrases and simple writing</li> <li>-appreciate stories, songs, poems and rhymes in the language</li> <li>-describe people, places, things and</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>-Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of</li> </ul>	<p><b>Future tense</b></p> <ul style="list-style-type: none"> <li>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<p><b>Jobs</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar</p>

	to those of others; seek clarification and help*	familiar vocabulary, phrases and basic language structures	actions orally* and in writing	high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		words and phrases*
--	--	--	--------------------------------	---	--	--------------------