

## Year 6 Curriculum Map 2021/22 (Subject to changes as needs arise)

<u>Subject</u>	<u>Autumn 1:</u>	<u>Autumn 2:</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Cultural capital</u>
English	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	Discover Downham

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<p><b>Maths</b></p>	<p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>NSPCC Number day Easter/Christmas maths days</p>
<p><b>Science</b></p>	<p>Plant structures and processes</p> <p><u>Knowledge:</u></p> <p><b>STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS</b></p> <p>Non-vascular plants (for example: algae) Vascular plants have tube-like structures that allow water and dissolved nutrients to move through the plant Parts and functions of vascular plants: roots, stems and buds, leaves</p> <p><b>PHOTOSYNTHESIS</b></p> <p>Photosynthesis is an important life</p>		<p>Classifying living things</p> <p><u>Knowledge:</u></p> <p><b>CLASSIFYING LIVING THINGS</b></p> <p>As the children study animal classifications, discuss: why do we classify? How does classification help us understand the natural world? Scientists have divided living things into five large groups called kingdoms, as follows: Plant Animal Fungus (Mushrooms, yeast, mould, mildew) Protist (algae, protozoans, amoeba, euglena)</p>	<p>Taxonomies</p> <p><u>Knowledge:</u></p> <p><b>TAXONOMIES</b></p> <p>Introduction of how an example of how an animal is classified, in order for students to become familiar with the system of classification, not to memorise specific names. For example, a collie dog is classified as follows:</p> <p>Kingdom: Animalia Family: Canidae (a group with doglike characteristics) Genus: Canis (a coyote, wolf, or dog)</p>	<p>Human Body: Hormones and reproduction</p> <p><u>Knowledge:</u></p> <p><b>THE HUMAN BODY: HORMONES AND REPRODUCTION</b></p> <p><b>A. HUMAN GROWTH STAGES</b></p> <p>Puberty Glands and hormones, growth spurt, hair growth, breasts, voice change</p> <p><b>THE REPRODUCTIVE SYSTEM</b></p>	<p>Human body: Life cycles and reproduction</p> <p><u>Knowledge:</u></p> <p><b>LIFE CYCLES AND REPRODUCTION</b></p> <p>Life cycle: development of an organism from birth to growth, reproduction, death Example: Growth stages of a human: embryo, foetus, newborn, infancy, childhood, adolescence, adulthood, old age All living things reproduce themselves. Reproduction may</p>	

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	<p>process that occurs in plant cells, but not animal cells (photo =light; synthesis = putting together). Unlike animals, plants make their own food, through the process of photosynthesis. Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)</p> <p><b>REPRODUCTION IN PLANTS</b> Asexual reproduction Example of algae Vegetative reproduction: runners (for example: strawberries) and bulbs (for example: onions), growing plants from eyes, buds, leaves, roots, and stems</p>		<p>Prokaryote (blue-green algae, bacteria)</p> <p>Each Kingdom is divided into smaller groupings as follows:</p> <p>Kingdom Phylum Class Order Family Genus Species Variety</p> <p>When classifying living things, scientists use special names made up of Latin words (or words made to sound like Latin words), which help scientists around the world understand each other and ensure that they are using the same names for the same living things Homo Sapiens: the scientific name for the species to which human beings belong to (genus: Homo, species: Sapiens)</p>	<p>Species: Familiaris (a domestic dog) Variety: Collie (a breed of dog)</p> <p>Phylum: Chordata (Subphylum: Vertebrata) Class: Mammalia (mammal) Order: Carnivora (eats meat)</p>	<p>Females: ovaries, fallopian tubes, uterus, vagina, menstruation Males: testes, scrotum, penis, urethra, semen Sexual reproduction: intercourse, fertilisation, zygote, implantation of zygote in the uterus, pregnancy, embryo, foetus, newborn</p>	<p>be asexual or sexual. Examples of asexual reproduction: fission (splitting) of bacteria, spores from mildews, moulds, and mushrooms, budding of yeast cells, regeneration and cloning Sexual reproduction requires the joining of special male and female cells</p> <p><b>SEXUAL REPRODUCTION IN ANIMALS</b></p> <p>Reproductive organs: testes (sperm) and ovaries (eggs) External fertilisation: spawning Internal fertilisation: mammals</p>	
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	<p>Sexual reproduction by spore bearing plants (for example: mosses and ferns)</p> <p>Sexual reproduction of non-flowering seed plants: conifers (for example: pines), male and female cones, wind pollination</p> <p>Sexual reproduction of flowering plants (for example: peas)</p> <p>Functions of sepals and petals, stamen (male), anther, pistil (female), ovary (or ovule)</p> <p>Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilisation, growth of ovary, mature fruit</p>		<p>Taxonomists: biologists who specialise in classification</p>			<p>Development of the embryo: egg, embryo, growth in uterus, foetus, newborn</p>	
<b>Geography</b>	<p>Spatial sense</p> <p>UK Geography</p> <p><u>Knowledge:</u></p> <p><b>READ MAPS AND GLOBES USING LONGITUDE AND</b></p>	→	<p>World Geography – North America</p> <p><u>Knowledge:</u></p> <p><b>USA, CANADA, MEXICO</b></p>	→	<p>South America</p> <p><u>Knowledge:</u></p> <p><b>South American countries:</b> Argentina, Bolivia, Brazil, Chile,</p>	→	

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	<p><b>LATITUDE, COORDINATES, DEGREES</b></p> <p>Time zones: Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line) Arctic Circle (imaginary lines and boundaries) and Antarctic Circle. From a round globe to a flat map.</p> <p><b>UK GEOGRAPHY</b></p> <p><b>NORTH EAST</b></p> <p><b>NORTHUMBERLAND , TYNE AND WEAR, DURHAM</b></p> <p>Northumberland National Park, Cheviot Hills, Hadrian's Wall, former ship building (Sunderland, Newcastle-upon-Tyne), Durham</p> <p><b>NORTH WEST</b></p>		<p>Climates: Arid, humid temperate, humid cold, tundra, Mediterranean (California/Southern Florida). Landscape Rocky Mountains, Appalachian Mountains, plains, prairies, Great Lakes (Superior, Huron, Michigan, Erie, Ontario) Important rivers: Mississippi and major tributaries (for example, Missouri River), Mackenzie, Yukon, Lawrence People and culture Indigenous Native American communities European settlers Latino settlers Asian settlers</p> <p><b>The USA</b> as a nation of immigrants, melting pot of cultures</p> <p>The United States; 48 continuous states, plus Alaska and Hawaii</p>		<p>Colombia, Ecuador, Falkland Islands (UK), French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela</p> <p><b>Central American countries:</b> Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama</p> <p><b>Important geographical features:</b> Amazon River, Amazon rainforest,</p> <p><b>Indigenous peoples:</b> Maya (Mexico, Guatemala),</p> <p><b>Biodiversity of animals:</b> Amazon Rainforest Look in detail at Amazon rainforest.</p>		
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	<p><b>CUMBRIA, LANCASHIRE, GREATER MANCHESTER, MERSEYSIDE</b></p> <p>Lake District, Scafell Pike (largest peak in England), William Wordsworth, Beatrix Potter, Sellafield nuclear power station, textile industry, Liverpool, Manchester</p> <p><b>SCOTLAND</b> Border regions, lowlands, uplands (granite, quartzite, schist, sandstone), volcanic islands, peninsulas, lochs (Loch Lomond, Loch Ness), glens, estuaries (Firth of Clyde, Firth of Forth), fishing harbours, Scottish parliament, Robert Burns, clans, coal, iron ore, Glasgow, Edinburgh, Edinburgh festival,</p>		<p><b>Canada</b></p> <p>French and British heritage French-speaking Quebec Divided into provinces</p> <p><b>Settlements</b></p> <p>New York City, Washington D.C., Chicago, Los Angeles, San Francisco, Boston, Houston, Miami, Seattle, Montreal, Toronto, Vancouver, Mexico City</p> <p><b>Economic activity:</b> The USA as the largest economy in the world American consumption (houses, cars, energy) Migrant labour from Latin American countries</p>		<p>Study of ancient Maya civilisation</p>		
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	<p>castles (Edinburgh, Balmoral), Orkney Islands, Shetland Islands</p> <p><b>WALES</b></p> <p>Snowdonia, Cambrian Mountains, Brecon Beacons, Cardigan Bay, Isle of Anglesey, Welsh valleys, coal, iron and steel works, railways, canals, slate mines, Welsh language, Wye valley, Rhondda valley, Merthyr Tydfil, Cardiff, docks, Welsh Assembly, Swansea, Dylan Thomas, Gower Peninsula, seaside resorts, Pembrokeshire Coast national park</p>						
<b>History</b>		<p>British history: Victorian era (To include study of Charles Darwin) <u>Knowledge:</u></p>	<p>WW1 (Include study of Alexander Fleming) <u>Knowledge (WW1)</u></p>	→	<p>WW2 <u>Knowledge (WW2):</u></p>		<p>Gressenhall Victorian 'Whodunnit' day (Dependent on COVID restrictions)</p>

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		<p><b>QUEEN VICTORIA</b></p> <p>Young Queen, Coronation at 18 in 1837 First monarch to live at Buckingham Palace Marries first cousin Prince Albert of Saxe-Coburg Gotha Reign of 63 years</p> <p><b>OVERSAW PERIOD OF BRITISH ECONOMIC AND IMPERIAL GROWTH</b></p> <p>The Great Exhibition, 1851 Showcased global exhibits Emphasised British manufacturing capabilities</p> <p>Reigns for 63 years and 7 months</p>	<p>Prior to 1914, tension was mounting in Europe with secret alliances and a desire for countries to expand their empires Historians believe the assassination of Archduke Ferdinand sparked World War One Britain declared war on Germany when Germany invaded Belgium To understand that WWI was fought on land, at sea and in the air On land, trenches were dug by opposing sides and soldiers fought and lived in terrible conditions At sea, naval battles took place in the North Sea and the Atlantic. Aeroplanes were new and were used for fighting, bombing and directing artillery. To understand what life was like for soldiers on the Western Front</p>		<p><i>World War II began in 1939 (when Germany invaded Poland) and ended in 1945</i></p> <p><i>The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan)</i></p> <p><i>Battles were fought all over the world, including Europe, North Africa, Asia and the Pacific</i></p> <p><i>In 1940, Hitler planned to invade Britain, known as Operation 'Sealion'. Britain's RAF withstood the German Air Force (Luftwaffe) in the Battle of Britain. The Luftwaffe heavily bombed towns and cities in Britain (known as the Blitz) in an attempt to get Britain to surrender</i></p>	
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		<p>Death of Prince Albert Retires from public life Golden and Diamond Jubilees Death in 1901; end of Victorian Era</p> <p><b>POPULAR REFORM</b> Chartism The Charter; six points; democratic ambitions National Elementary Education Act, 1870; state education provision until age 12</p>	<p>Trenches were long narrow ditches that were dug approximately 12 foot into the ground Soldiers faced terrible conditions while living in the trenches The land in between the opposing trenches was called 'No Man's Land' While many men were away fighting on the front lines, the people left at home, including many women, took up jobs in factories, farms, offices etc. The Defence of the Realm Act was passed on 8th August 1914 and allowed the government to do whatever it felt was necessary to help with the war effort The Home Front was attacked from bombs from German airships and the German navy The war ended on 11th November when Germany and the allies signed a ceasefire, or</p>		<p>Codebreakers at Bletchley Park were employed by the government to intercept and decode the enemy's secret messages Alan Turing and his team created a code-breaking machine called a 'Bombe' to read secret German messages sent by their Enigma machines Intelligence gained at Bletchley was used to win battles on land, at sea and in the air. The Nazis established camps where people were forced to work, kept in appalling conditions and killed. Many people, including millions of Jews, were killed in gas chambers. At the end of the war, the camps were liberated, but</p>		
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			<p>armistice, and the Treaty of Versailles was signed</p> <p>Over 15 million people were killed, and many more were injured</p> <p>After the war, there was an attitude that Britain needed to be a 'home fit for heroes' and all men and women over 21 were given the vote in 1928</p>		<p>many people died after liberation due to their ill treatment</p> <p>Civilians tried to escape heavy bombing by hiding in air raid shelters and evacuating the cities</p> <p>Over a million men at home volunteered to join the Home Guard to protect Britain if Germany invaded</p> <p>Women played an important role taking on jobs, previously done by men, working in factories, on farms (the Land Army)</p> <p>The government used propaganda to influence the people to support the war. Campaigns included the 'Dig for Victory' and 'Careless Talk Costs Lives' campaigns</p>		
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<p><b><u>Visual arts/DT/ Art</u></b></p>	<p>NNOS preparation Observational drawing</p>	<p>William Morris Victorian art/ Victorian cross-stich design on Christmas card</p> <p><b><u>Knowledge:</u></b> Augustus Welby Pugin 'a Catholic town in 1440' and 'a town in 1840', Contrasts: Or A Parallel between the Noble Edifices of the Middle Ages and Corresponding Buildings of the Present Day, 1836 (Cambridge University Press, 2013) Gothic Revival: a return to the gothic style of architecture from the Middle Ages The Houses of Parliament: designed in a gothic style William Morris: wallpaper, tiles, furniture, fabrics and books</p>	<p>North American Art WW1</p> <p><b><u>Knowledge:</u></b></p> <p>To learn about great artists, architects and designers in history in the context of John Singer Sargent. To improve mastery of art and design techniques, including drawing in the context of coloured drawing. To learn about great artists, architects and designers in history in the context of Ansel Adams. To record observations and use them to review and revisit ideas. To improve mastery of art and design techniques, including the use of</p>	<p>→</p>	<p>Italian renaissance Art and Architecture The Language of Art DT <b>Mechanisms linked to Renaissance</b></p> <p><b><u>Knowledge:</u></b></p> <p>Leonardo da Vinci's Vitruvian Man, Mona Lisa and Last Supper Bruegel's Peasant Wedding Dürer's Self-Portrait Raphael (Raffaello Sanzio da Urbino), The School of Athens, 1510-1511 (Vatican Museums and Galleries), Vatican City</p> <p><b>UNDERSTAND THE TERM RENAISSANCE</b></p> <p>Recognise that Renaissance art is not only defined by style but reflects new attitudes,</p>	<p>Clay Caleveras/ sugar skulls <b>WWII rationing food</b></p>	<p>West Norfolk Artists association</p>
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		<p>Sir Edward Coley Burne-Jones, The last sleep of Arthur in Avalon, 1881-98 (Museo de Arte de Ponce), Puerto Rico</p>	<p>photography in the context of black and white collage. To learn about great artists, architects and designers in history in the context of Helen Frankenthaler. To improve mastery of art and design techniques, with a range of materials in the context of painting. To learn about great artists, architects and designers in history in the context of Frank Lloyd Wright. To improve mastery of art and design techniques in the context of modelling. To learn about great artists, architects and designers in history in the</p>		<p>achievements and influences; namely: A shift in world view from medieval to Renaissance art, with a new emphasis on humanity and the natural world The influence of Greek and Roman art on Renaissance artists (a return to classical subject matter; idealisation of the human form; balance and proportion in design; the literal re-discovery of classical art works, such as Laocoon Group by Michelangelo, or Apollo Belvedere) The development of linear perspective during the Italian Renaissance (the vantage point or point-of view of the viewer; convergence of lines toward a</p>		
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			<p>context of Jean-Michel Basquiat. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. To learn about great artists, architects and designers in history in the context of Mary Cassatt.</p>		<p>vanishing point; the horizon line</p> <p><b>OBSERVE AND DISCUSS A RANGE OF PAINTINGS BY ITALIAN RENAISSANCE ARTISTS</b></p> <p>Consider what makes them 'Renaissance' works, including: Sandro Botticelli, The Birth of Venus, c. 1485 (Uffizi, Florence) Raphael, Madonna of the Pinks (La Madonna dei Garofani), 1506-7 (National Gallery, London) Michelangelo, Sistine Chapel decorations, 1508-12 (Vatican, Rome)</p> <p><b>BECOME FAMILIAR WITH RENAISSANCE SCULPTURE</b></p>		
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					<p>Consider what makes sculptures 'Renaissance', including:          Donatello, Saint George, (Bronze cast after stone original), c. 1415-17 (Orsanmichele—the Kitchen Garden of St Michael, Florence)          Michelangelo, David, 1504 (Galleria dell'Accademia, Florence)</p> <p><b>BECOME FAMILIAR WITH RENAISSANCE ARCHITECTURE</b></p> <p>Consider—where possible—who the buildings were designed and built by, who used them and what for, and how they were decorated (often with works by important Renaissance artists):</p>		
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					<p>Il Duomo (Florence Cathedral), particularly Brunelleschi's Dome which completed it in 1436 (consider the role of Cosimo de Medici as a patron, supporting Brunelleschi to win the commission over Ghiberti)</p> <p>Palazzo Pitti, Florence, begun 1458, (from 1549 chief residence of the Medici and the ruling families of the Grand Duchy of Tuscany)</p> <p>The Basilica of St Peter's, Vatican City, Rome, 1506 (includes Michelangelo's Pietà, and later additions by Bernini)</p> <p>Villa Farnesina, 1506-10 (Trastevere, Rome) (Retreat of Papal banker Agostino Chigi, who commissioned</p>		
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					<p>decorations from Raphael, del Piombo and Guilio Romano)</p> <p><b>UNDERSTAND AND BE ABLE TO APPLY APPROPRIATELY THE FOLLOWING TERMS:</b></p> <p>Renaissance: comes from the Italian word 'Rinascita' (meaning re-birth), applied to describe a regeneration of the arts along classical lines, which took place after the Middle—or so-called 'Dark' Ages</p> <p>Figurative: refers to the style of works of art which attempt to depict convincing reality or life-like forms</p> <p>Abstract: the opposite of figurative, referring to artworks wherein the depicted reflects an idea or suggestion of</p>	
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					<p>something, rather than the thing itself Genre: a term to describe distinct types of subject matter, applicable in literature as well as art, such as landscape or portrait Perspective: in art refers to the mathematical techniques, and linear arrangements used to rationalise space in two-dimensional art works</p>	
<b>Music</b>	<p>Instrumental teaching - Recorders</p> <p>Being happy!</p> <p><u>Knowledge:</u></p> <p>To understand the following terms: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics,</p>	→	<p>Instrumental teaching - Recorders</p> <p>Benjamin Britten's music and cover versions</p> <p><u>Knowledge:</u></p> <p>To understand the following terms: Melody, compose, improvise, cover, pulse, rhythm, pitch,</p>	→	<p>Instrumental teaching - Recorders</p> <p>Create own music inspired by identity and women in the music industry</p> <p><u>Knowledge:</u></p> <p>To understand the following terms:</p>	<p>Harvest Festival</p> <p>Carol Concert</p> <p>Easter</p> <p>Nelson's Got Talent</p>

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	<p>timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p> <p>Using recorders, be able to: copy back using up to 3 notes – A, G + B. Bronze: A   Silver: A + G   Gold: A, G + B</p> <p>To know how to compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>To know and understand that their personal performance will include one or more of the following: Improvisations, Instrumental performances and Compositions</p>		<p>tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</p> <p>To know, and learn how to clap some of the rhythms used in songs and learn musical phrases that will then be performed</p> <p>To know how to effectively sing in unison when performing both an original style, then an Urban Gospel version of the same song</p>		<p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p> <p>To understand how to listen &amp; appraise music from four different inspirational female artists and understand that they express their identity through music</p> <p>To understand that what has been learnt will enable composition of own music using 'Music and Me' ('Identity') as a theme</p>		
<b>MFL</b>	Unit recap – how are you, name, numbers to 30, colours and classroom	<b>Unit 9 Les fetes</b> Lesson 1	<b>Unit 10 Où vas-tu?</b> Lesson 1		<b>Unit 11 On mange!</b> Lesson 1		Langues day



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	<p>instructions. Snacks, months of the year, dates and birthdays</p> <p><b>See Rigolo Scheme of work Mapping Grid</b></p>	<p>Talking about festivals and dates Lesson 2 Presents at festivals Lesson 3 Numbers 31 to 60 Lesson 4 Giving and understanding commands</p> <p><b>*letters to Santa</b> Use a model for writing.</p> <p>Use a bilingual dictionary</p> <p><b>See Rigolo Scheme of work Mapping Grid</b></p>	<p>Talking about going to French cities Lesson 2 Give and understand simple directions. Lesson 3 Talk about the weather Lesson 4 Talk about the weather and places in France</p> <p>Unit 9/10 test</p> <p><b>See Rigolo Scheme of work Mapping Grid</b></p>		<p>Go shopping for food. Lesson 2 Ask how much something costs. Lesson 3 Talk about activities at a party. Lesson 4</p> <p>Give opinions about food and various activities.</p> <p><b>See Rigolo Scheme of work Mapping Grid</b></p>		
<b>Computing</b>	<p>Communication</p> <p><u>Knowledge:</u></p> <p>Pupils will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the</p>		<p>Variables (link to scientific investigations)</p> <p><u>Knowledge:</u></p> <p>This unit explores the concept of variables in programming through games in Scratch. First,</p>		<p>3D Modelling</p> <p><u>Knowledge:</u></p> <p>Pupils will develop their knowledge and understanding of using a computer to produce 3D models. Pupils will initially familiarise</p>		

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	<p>World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.</p>		<p>pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.</p>		<p>themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. They will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, pupils will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>		
<b>PE</b>	<p>Cardio Drumming <u>Knowledge:</u> Read and follow symbols for</p>	<p>Dance <u>Knowledge:</u></p>	<p>Gym <u>Knowledge:</u></p>	<p>Racket skills <u>Knowledge:</u></p>	<p>Athletics <u>Knowledge:</u></p>	<p>OAA/Rounders <u>Knowledge:</u></p>	<p>Healthy Living Week/Sports day</p>

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	<p>movements in a sequence. Build stamina and fitness. Move to music with co-ordination. Design own sequences of movements.</p> <p><b>Ball Skills</b></p> <p><u><b>Knowledge:</b></u></p> <p>Choose and combine skills in game situations (running, throwing, catching, passing.) Work alone and with a team to outwit an opponent / opposing team. Use a range of throws to pass a ball in order to outwit the opponent, considering the direction of play. Act as a good role model within a team, taking a lead role when required</p>	<p>Choreograph creative and imaginative dance sequences, independently and in a group Choreograph and perform more complex sequences Demonstrate a consistent theme throughout a dance Use appropriate language and terminology to describe dances. Begin to help others to refine and structure movements. Perform dances fluently and with control.</p>	<p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances Rehearse, refine and perfect gymnastic skills</p>	<p>Show the skills of forehand or backhand when playing racket games, showing control when hitting To understand the rules and apply these to a competitive game.</p>	<p>When running over a range of distances, show stamina, speed and control Throw accurately, perfecting techniques by analysing the movement and body shape Demonstrate control, balance and power in take-off and landing when jumping Compete with others, recording results, setting targets and endeavouring to improve performance</p>	<p>Read a variety of maps and plans of the environment, recognising symbols and features Value the importance of planning and thinking as they work through their challenge Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills</p>	
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<p><b>RE</b></p>	<p>Islam: What is the best way for Muslims to show commitment to God? <u>Knowledge:</u> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>Christianity: How significant is it that Mary was Jesus' mother? <u>Knowledge:</u> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Christianity: Is anything ever eternal? <u>Knowledge:</u> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.  Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.)</p>	<p>Christianity: Is Christianity still a strong religion 2000 years after Jesus was on Earth? <u>Knowledge:</u> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.  Discuss and present thoughtfully their own and others' views on challenging</p>	<p>Does belief in Akhirah (life after death) help Muslims lead a good life? <u>Knowledge:</u> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and</p>	<p>→</p>	<p>Harvest Festival Service/ Assemblies</p>

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	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>		<p>reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>significance to individuals and communities.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about</p>		
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					ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		
<b><u>RSHE</u></b>	<p>Asking for help</p> <p>Skill Builders</p> <p><b><u>Knowledge:</u></b></p> <p>By the end of the unit pupils:</p> <p>Have considered how to manage accidental exposure</p>	<p>My relationships</p> <p>Skill Builders</p> <p><b><u>Knowledge:</u></b></p> <p>By the end of the unit pupils:</p> <p>Realise the nature and consequences of discrimination, including the use of prejudice language.</p>	<p>My rights and responsibilities</p> <p>Skill Builders</p> <p><b><u>Knowledge:</u></b></p> <p>By the end of the unit pupils:</p> <p>Will have an awareness of how</p>	<p>My beliefs</p> <p>Skill Builders</p> <p><b><u>Knowledge:</u></b></p> <p>By the end of this unit pupils:</p> <p>Will know that some cultural practices are against British law</p>	<p>My body</p> <p>Skill Builders</p> <p><b><u>Knowledge:</u></b></p> <p>By the end of the unit pupils:</p> <p>Will be able to explain what sexual intercourse is and</p>		<p>NSPCC number day</p> <p>Hello Yellow Day – mental health-children</p>



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	<p>to explicit images and upsetting online material, including who to talk to about what they have seen;</p> <p>Will develop the confidence and skills to know, when, who and how to ask for help independently, or with support.</p> <p>My feelings</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Recognise how images in the media, including online, do not always reflect reality, and can affect how people feel about themselves.</p>		<p>infections can be shared and spread.</p>	<p>and universal human rights.</p>	<p>how this leads to reproduction, using the correct terms to describe the male and female organs.</p>		
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## Year 6 Curriculum Map 2021/22 (Subject to changes as needs arise)

<b><u>Local history and geography</u></b>		Life in Downham Market during the Victorian Era					Discover Downham
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