

Year 6 Curriculum Map 2024/25 (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>
<u>English</u>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Fairytale Postcard</p> <p>Poetry Competition</p> <p>Julia Donaldson Inspired Story</p>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Animal Non-Chronological Report</p> <p>Grinch Non-Chronological Report</p> <p>Grinch Instruction Write</p>	<p>See Nelson Academy Writing Scheme of Work</p> <p>Francis Suspense Story</p> <p>Dragon Prince and Princess (Speech to advance action)</p>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Animals of WW1 Non-Chron Report</p> <p>WW1 Animal Story Perspective</p>	<p>See Nelson Academy Writing Scheme of Work.</p>	<p>See Nelson Academy Writing Scheme of Work.</p>	

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<u>Maths</u>	See White Rose National Curriculum Progression (Year 1-6) document	See White Rose National Curriculum Progression (Year 1-6) document	See White Rose National Curriculum Progression (Year 1-6) document	See White Rose National Curriculum Progression (Year 1-6) document	See White Rose National Curriculum Progression (Year 1-6) document	See White Rose National Curriculum Progression (Year 1-6) document	NSPCC Number day Easter/Christmas maths days
<u>Science</u>	NON-VASCULAR AND VASCULAR PLANTS REPRODUCTION IN PLANTS		CLASSIFYING LIVING THINGS TAXONOMIES			LIFE CYCLES AND REPRODUCTION SEXUAL REPRODUCTION IN ANIMALS	THE HUMAN BODY: HORMONES AND REPRODUCTION A. HUMAN GROWTH STAGES THE REPRODUCTIVE SYSTEM
<u>Geography</u>	Spatial sense West of England <u>Knowledge:</u> READ MAPS AND GLOBES USING LONGITUDE AND LATITUDE, COORDINATES, DEGREES	→	North America <u>Knowledge:</u> USA, CANADA, MEXICO	→	South America <u>Knowledge:</u> South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (UK),	→	

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	<p>UK GEOGRAPHY</p> <p>WEST CUMBRIA, LANCASHIRE, GREATER MANCHESTER, MERSEYSIDE</p>				<p>French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela</p>		
<u>History</u>		<p>Victorian Britain</p> <p>P</p>	Baghdad 900CE	WW1	WW2		<p>Gressenhall Victorian 'Whodunnit' day (Dependent on COVID restrictions)</p>
<u>Art</u>	<p>NNOS preparation</p> <p>Observational drawing</p>			→			<p>West Norfolk Artists association</p>

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<u>DT</u>	Textiles – 'Upcycling Fashion'		Food tec – 'Honey Cake' (sampling food from different cultures, designing alternative, seasonality) Cross curricular link – Pollination and Bees (Science)			Mechanisms – 'Cams Toys' (Mechanical systems) Cross curricular link – Ismail al-Jazari Muslim inventor (RE)	
<u>Music</u>	Recorders book 2 Book 2 introduces the new notes low C, F# , high C# , low C# , Bb, high E and high F. This completes all the notes of the scales of C, D, F and G and you can use these to play a wide range of music.	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical	Composing for Protest Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Structure their ideas into a complete song.	You to Me Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. Learn some simple choreography to accompany a disco	Race Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure their ideas into a full soundtrack.	Leaver's songs Nobody Knows In groups, compose a short song on the theme of leavers. Create an arrangement of a song considering the texture and structure. Perform expressively as part of group, and make a	Harvest Festival Carol Concert Easter Nelson's Got Talent

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		recordings of big band swing and describe features of the music using music vocabulary.		song with their favourite melodies in this way.		recording of their songs.	
<u>MFL</u>	Phonetics 3-4 The Date	Do you have a Pet?	My Home	Clothes	At School		
<u>Computing</u>	Communication <u>Knowledge:</u> Children identify and explore how data is transferred and information is shared online.	3D Modelling <u>Knowledge:</u> Children plan develop, and evaluating 3D computer models of physical objects.	Web Page Creation <u>Knowledge:</u> Children can design and create webpages and consider copyright, aesthetics, and navigation	Spreadsheets <u>Knowledge:</u> Children can answer questions by using spreadsheets to organise and calculate data.	Variables in games <u>Knowledge:</u> Sensing Microbits Exploring variables when designing and coding a game. Designing and coding a project that captures inputs from a physical device.	.	
<u>PE</u>	Cardio Drumming <u>Knowledge:</u> Read and follow symbols for	Dance <u>Knowledge:</u>	Gym <u>Knowledge:</u>	Racket skills <u>Knowledge:</u>	Athletics <u>Knowledge:</u>	OAA/Rounders <u>Knowledge:</u>	Healthy Living Week/Sports day

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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>Ball Skills</p> <p><u>Knowledge:</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</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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	opponent, considering the direction of play. Act as a good role model within a team, taking a lead role when required						
RE	<p>Islam: What is the best way for Muslims to show commitment to God?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations,</p>	<p>Christianity: How significant is it that Mary was Jesus' mother?</p> <p><u>Knowledge:</u></p> <p>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</p>	<p>Christianity: Is anything ever eternal?</p> <p><u>Knowledge:</u></p> <p>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>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their</p>	<p>Christianity: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><u>Knowledge:</u></p> <p>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>Does belief in Akhirah (life after death) help Muslims lead a good life?</p> <p><u>Knowledge:</u></p> <p>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</p>		<p>Harvest Festival Service/ Assemblies</p>

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	<p>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. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>teachings that arise from them in different communities.</p>	<p>meanings and 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'</p>	<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.</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</p>	<p>arise from them in different communities.</p> <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.</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.)</p>		
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	<p>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>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>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>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>		
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RSHE	<p>Asking for help</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils:</p> <p>Have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to</p>	<p>My relationships</p> <p><u>Knowledge:</u></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><u>Lifewise</u></p>	<p>My rights and responsibilities</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils:</p> <p>Will have an awareness of how infections can be shared and spread.</p> <p><u>Lifewise</u></p> <p>The power of words-</p>	<p>My beliefs</p> <p><u>Knowledge:</u></p> <p>By the end of this unit pupils:</p> <p>Will know that some cultural practices are against British law and universal human rights.</p> <p>Lifewise</p>	<p>My body</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils:</p> <p>Will be able to explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe</p>	<p>Lifewise:</p> <p>Transition (Part 1&2)-</p> <p><u>Knowledge:</u></p> <p>To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in</p>	<p>NSPCC number day</p> <p>Hello Yellow Day – mental health-children</p>

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	<p>about what they have seen; 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> Recognise how images in the media, including online, do not always reflect reality, and can affect how people feel about themselves.</p> <p>Lifewise</p> <p><u>First Aid x 2- Knowledge:</u></p>	<p><u>Self-perception- Knowledge:</u> About what is meant by self-perception. about why self-perception is so important and how it can affect us.</p> <p><u>Self-perception 2- Knowledge:</u> Why it is important to accept ourselves for who we are.</p> <p>Autism- That many autistic people see their autism as a fundamental and positive part of who they are, so it's important to use positive language. To be conscious as to</p>	<p><u>Clean up your speech Knowledge:</u> To know how your words can make foes out of friends because you shift from banter to bullying!</p> <p><u>Social Media- Tik Tok Knowledge</u> To recognise positive and negative aspects of apps like Tik-Tok. About how text and images on social media can be manipulated and reinvented;. How to respond safely and appropriately to adults they may encounter online whom they do not know. How to recognise pressure from others to do something unsafe or that makes them feel</p>	<p><u>British Values- Lawmakers & Activists (Part 1&2) Knowledge:</u> To provide young people with the opportunity to interrogate the advantages and disadvantages of the UK's voting system and skills and knowledge to argue and defend points of view. About how laws have been changed in the past.</p> <p>About how youth activism can challenge any imbalance in power.</p> <p><u>British Values- Rights and Radicalisation</u></p>	<p>the male and female organs.</p> <p><u>Lifewise</u></p> <p><u>Consent Knowledge:</u> To understand what unwanted sexual attention is and the need for privacy when growing up; The laws and ages of consent.</p> <p><u>Feeling anxious (Part 1&2) Knowledge:</u> Pupils to understand what it feels like to be anxious. To know what can make us anxious. To know what we should do when start to feel anxious. Exploring feeling anxious in</p>	<p>relation to different experiences and situations. To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools; To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental</p>	
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	<p>To ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be able to identify when a casualty may require an assessment and possible life support.</p> <p>All students have an understanding of the most common injuries and conditions affecting children which may lead to the provision of first aid.</p> <p>Illegal Drugs- Pupils to recognise the reasons for laws about drugs, possession, personal use and dealing;</p>	<p>how you use words but you can also ask how they would prefer to be described. That personal choice of an autistic person is more important than the guidance in this lesson.</p> <p>The power of love- <u>Knowledge:</u> To explore ways that inequality within relationships affects personal relationships and love, especially due to differences in power. To analyse how more equitable roles between people can contribute to a</p>	<p>uncomfortable and strategies for managing this.</p> <p>Identity, Gender and Sexuality- <u>Knowledge:</u> To define homophobia and transphobia. To think about the social norms that have contributed to such discrimination. To recognise that all people should be able to love who they want free from judgement, violence, and coercion To demonstrate ways in which they can give support to the LGBTQ+ community.</p> <p>Fairtrade- <u>Knowledge:</u> To know how we are connected through the things we wear.</p>	<p>(Part 1&2) <u>Knowledge:</u></p> <p>To appreciate that Human Rights are often seen as controversial and that some people may want them scrapped. To develop skills and knowledge to participate in open and respectful dialogue and debate about universal rights. To understand that some people may befriend us in order to encourage us to adopt their beliefs; To see that you may be persuaded to join groups whose views and actions are considered extreme.</p>	<p>different situations.</p> <p>Ageism (Part 1&2)</p> <p>Power of Negotiation- <u>Knowledge:</u> To understand that negotiation is something we do every day and it is a skill that we can learn.</p>	<p>wellbeing or ability to control their emotions (including issues arising online).</p> <p>Learning to working (Part 1&2)- <u>Knowledge:</u> To know about the impact that learning can have on our work life. To find out how exam results can help us to reach our career goals.</p> <p>Law (Part 1&2)- <u>Knowledge:</u> Pupils know that laws exist in our country. Pupils know that there are</p>	
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	<p>How to recognise if relationships are making them anxious or unsafe; To know where to get advice and support if worried about their own or someone else's safety because of drugs.</p> <p>Recognising and Controlling Anger</p> <p>Organisation of Life</p>	<p>healthy loving relationship. To recognise this potential within loving relationships and therefore adopt equitable roles. To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Forced marriage- <u>Knowledge:</u> Pupils to know that forcing anyone to marry against their will is a crime. That help and support is available to people who are worried about</p>	<p>Global warming- <u>Knowledge:</u> The issues of global warming and what we can do to prevent further irreparable damage</p> <p>Celebrating Women in History- Forgotten Achievements <u>Knowledge:</u> How we still treat people differently depending on whether they are male or female. How many of the achievements of women – even if they are spectacular – have been downplayed, overlooked or even forgotten.</p>	<p>The Government (Part 1&2) <u>Knowledge:</u> Pupils to know who the current main political parties are. To know who the current Prime Minister is. To understand the structure of Government and the role of the Prime Minister.</p>		<p>consequences when laws are broken in our country. Pupils have some idea about what the laws of the land are.</p> <p>Tax (Part 1&2)- <u>Knowledge:</u> Pupils know that it will be their responsibility to find a job when they are older. Pupils know that a job will bring them a salary and community benefits. Pupils know that the Government uses some of their salary to pay for the community benefits that they use or</p>	
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		<p>this for themselves or others.</p>				<p>may use in the future. To know what tax is. To know why we pay tax and the different types of taxes that we pay. Pupils know what tax is used for. Pupils know how tax is calculated and taken from a salary.</p> <p>Banks (Part 1&2) <u>Knowledge:</u> That money is one factor which may influence a person's future; how the Bank of England keeps inflation low; how balancing saving and spending helps</p>	
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						<p>to maintain financial stability. The economy.</p> <p>Pensions (Part 1&2)- <u>Knowledge:</u> To understand what a pension is. To know why having a pension is important. To understand how to pay into a pension and know how it works.</p> <p>How to write a CV (Part 1&2)- <u>Knowledge:</u> To understand the importance of writing a CV. To understand what needs to be included in a CV.</p>	
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						<p>Entrepreneurship, Enterprise, Business (Part 1&2)-</p> <p><u>Knowledge:</u> How to become an entrepreneur. What we might need to build our own business. To understand the difficulties and benefits of business growth and entrepreneurship</p>	
<u>Local history and geography</u>		Life in Downham Market during the Victorian Era					Discover Downham