

Year 6 Curriculum Map 2020/21 (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>Clockwork By Philip Pullman- Recounts, description (setting and Characters)</p> <p>The Three Little pigs (The Guardian) – Journalistic writing</p> <p>Black Lives Matter Poetry.</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Skellig- Diary, description, debate, summaries</p> <p>Writing linked to Industrial Revolution/ The Victorian Age – information text, persuasive writing, non-Chron reports on child labour, Comparative writing.</p> <p>Biography on Sir Humphry Davy (links to science and mining- he wanted to alleviate the terrible explosions that happened in mines.</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Harry Potter and the Philosopher’s Stone by J K Rowling; description, play-script, non-chron reports, letter writing, narrative</p> <p>Explanations and Instructions linked to science.</p> <p>Instructions on how to make a block house using Minecraft</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Tuesday by David Weisner: report writing, newspaper report, play-script</p> <p>Recount of rich and poor during the social and political reform – Day in the life of...</p> <p>Non Chron/ balanced argument report linked to RE – Christianity question for term.</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Day of the Dead story writing.</p> <p>Chronological report linked to Dia de Los Muertos</p> <p>Explanation text based on different glands and what they do/ how they work.</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Suspense story writing</p> <p>Play-script/Narrative linked to leavers’ assembly!</p> <p>Poetry</p> <p>See Nelson Academy Writing Scheme of Work.</p>	Discover Downham

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<p>Maths</p>	<p>Four operation (including fractions). Reasoning/Fluency skills.</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>Four operation (including fractions). Reasoning/Fluency skills.</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>Four operation (including fractions). Reasoning/Fluency skills.</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>Four operation (including fractions). Reasoning/Fluency skills.</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>Four operation (including fractions). Reasoning/Fluency skills.</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>Four operation (including fractions). Reasoning/Fluency skills.</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>Science</p>	<p>Plant structures and processes</p> <p><u>Knowledge:</u></p> <p>STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS</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:</p>	<p>Chemistry: Matter and change</p> <p><u>Knowledge:</u></p> <p>ATOMS, MOLECULES, AND COMPOUNDS</p> <p>Basics of atomic structure: nucleus, protons (positive charge), neutrons (neutral), electrons (negative charge) Atoms are constantly in motion, electrons move around the nucleus in paths</p>	<p>Classifying living things</p> <p><u>Knowledge:</u></p> <p>CLASSIFYING LIVING THINGS</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</p>	<p>Taxonomies</p> <p><u>Knowledge:</u></p> <p>TAXONOMIES</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>Human Body: Hormones and reproduction</p> <p><u>Knowledge:</u></p> <p>THE HUMAN BODY: HORMONES AND REPRODUCTION</p> <p>A. HUMAN GROWTH STAGES</p> <p>Puberty Glands and hormones (see below, Endocrine System), growth spurt, hair growth,</p>	<p>Human body: Life cycles and reproduction</p> <p><u>Knowledge:</u></p> <p>LIFE CYCLES AND REPRODUCTION</p> <p>Life cycle: development of an organism from birth to growth, reproduction, death Example: Growth stages of a human: embryo, fetus, newborn, infancy, childhood,</p>	

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	<p>roots, stems and buds, leaves</p> <p>PHOTOSYNTHESIS</p> <p>Photosynthesis is an important life 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>REPRODUCTION IN PLANTS</p> <p>Asexual reproduction Example of algae Vegetative reproduction: runners (for</p>	<p>called shells (or energy levels) Atoms may join together to form molecules or compounds. Common compounds and their formulas: Water H₂O Salt NaCl Carbon Dioxide CO₂</p> <p>ELEMENTS</p> <p>Elements have atoms of only one kind, having the same number of protons. There are a little more than 100 different elements. The periodic table: organises elements with common properties Atomic symbol and atomic number Some well-known elements and their symbols Hydrogen H Helium He</p>	<p>Fungus (Mushrooms, yeast, mould, mildew) Protist (algae, protozoans, amoeba, euglena) 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</p>	<p>Kingdom: Animalia Family: Canidae (a group with doglike characteristics) Genus: Canis (a coyote, wolf, or dog) 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>breasts, voice change</p> <p>THE REPRODUCTIVE SYSTEM</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>THE ENDOCRINE SYSTEM</p> <p>The human body has two types of glands: duct glands (such as the salivary glands), and ductless glands, also</p>	<p>adolescence, adulthood, old age All living things reproduce themselves. Reproduction may 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>SEXUAL REPRODUCTION IN ANIMALS</p> <p>Reproductive organs: testes (sperm) and ovaries (eggs)</p>	
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	<p>example: strawberries) and bulbs (for example: onions), growing plants from eyes, buds, leaves, roots, and stems</p> <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>Carbon C Nitrogen N Oxygen O Sodium Na Aluminium Al Silicon Si Chlorine Cl Iron Fe Copper Cu Silver Ag Gold Au</p> <p>Two important categories of elements: metals and non-metals Metals comprise about 2/3 of the known elements Properties of metals: most are shiny, ductile, malleable, conductive</p> <p>CHEMICAL AND PHYSICAL CHANGE</p> <p>Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure. Examples</p>	<p>Homo Sapiens: the scientific name for the species to which human beings belong to (genus: Homo, species: Sapiens)</p> <p>Taxonomists: biologists who specialise in classification</p>		<p>known as the endocrine glands.</p> <p>Endocrine glands secrete (give off) chemicals called hormones. Different hormones control different body processes.</p> <p>Pituitary gland: located at the bottom of the brain; secretes hormones that control other glands, and hormones that regulate growth</p> <p>Thyroid gland: located below the voice box; secretes a hormone that controls the rate at which the body burns and uses food</p> <p>Pancreas: both a duct and a ductless gland; secretes a hormone called insulin that regulates how the body uses and stores sugar; when the pancreas does</p>	<p>External fertilisation: spawning</p> <p>Internal fertilisation: birds, mammals</p> <p>Development of the embryo: egg, zygote, embryo, growth in uterus, fetus, newborn</p>	
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		<p>of chemical change: rusting of iron, burning of wood, milk turning sour</p> <p>Physical change changes only the properties or appearance of the substance, but does not change what the substance is made up of.</p> <p>Examples of physical change: cutting wood or paper, breaking glass, freezing water</p>			<p>not produce enough insulin, a person has a sickness called diabetes (which can be controlled).</p> <p>Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing.</p>		
Geography	<p>Spatial sense UK Geography</p> <p><u>Knowledge:</u></p> <p>READ MAPS AND GLOBES USING LONGITUDE AND LATITUDE, COORDINATES, DEGREES</p> <p>Time zones: Prime Meridian (0 degrees); Greenwich, England;</p>	→	<p>World Geography – North America</p> <p><u>Knowledge:</u></p> <p>USA, CANADA, MEXICO</p> <p>Climates: Arid, humid temperate, humid cold, tundra, Mediterranean (California/Southern Florida). Landscape</p>	→	<p>World Geography – South and central America</p> <p><u>Knowledge:</u></p> <p>South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (UK), French Guiana, Guyana, Paraguay, Peru,</p>	→	<p>Northumberland National park learning visit - virtual</p>

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	<p>180° Line (International Date Line) Arctic Circle (imaginary lines and boundaries) and Antarctic Circle. From a round globe to a flat map.</p> <p>UK GEOGRAPHY</p> <p>NORTH EAST</p> <p>NORTHUMBERLAND , TYNE AND WEAR, DURHAM</p> <p>Northumberland National Park, Cheviot Hills, Hadrian's Wall, former ship building (Sunderland, Newcastle-upon-Tyne), Durham</p> <p>NORTH WEST</p> <p>CUMBRIA, LANCASHIRE, GREATER MANCHESTER, MERSEYSIDE</p>		<p>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>The USA as a nation of immigrants, melting pot of cultures</p> <p>The United States; 48 continuous states, plus Alaska and Hawaii</p> <p>Canada</p> <p>French and British heritage French-speaking Quebec Divided into provinces</p>		<p>Suriname, Uruguay, Venezuela</p> <p>Central American countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama</p> <p>Important geographical features: Panama Canal, Amazon River, Amazon rainforest, Andes mountains, Patagonia, Galapagos Islands</p> <p>Indigenous peoples: Maya (Mexico, Guatemala), Quechua (Peru, Ecuador, Bolivia)</p> <p>Music and dancing: salsa, bachata, merengue, tango</p>		
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	<p>Lake District, Scafell Pike (largest peak in England), William Wordsworth, Beatrix Potter, Sellafield nuclear power station, textile industry, Liverpool, Manchester</p> <p>SCOTLAND 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, castles (Edinburgh, Balmoral), Orkney Islands, Shetland Islands</p> <p>WALES</p>		<p>Settlements</p> <p>New York City, Washington D.C., Chicago, Los Angeles, San Francisco, Boston, Houston, Miami, Seattle, Montreal, Toronto, Vancouver, Mexico City</p> <p>Economic activity: The USA as the largest economy in the world American consumption (houses, cars, energy) Migrant labour from Latin American countries</p>		<p>Biodiversity of animals: Galapagos Islands of Ecuador; Amazon Rainforest</p>		
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	<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>						
History		<p>British history: Industrial revolution Victorian era</p> <p><u>Knowledge:</u></p> <p>THE INDUSTRIAL REVOLUTION.</p> <p>James Watt's steam engine, 1778</p>	<p>Social and political reform</p> <p><u>Knowledge:</u></p> <p>SOCIAL PROBLEMS CAUSED BY INDUSTRIALISATION</p> <p>Wide and evident gap between rich and poor</p>	<p>The British Empire/ East India Company</p> <p><u>Knowledge:</u></p> <p>GROWTH OF BRITISH EMPIRE</p> <p>Early exploration and trade Plantation of Ireland</p>	<p>Irish famine</p> <p><u>Knowledge:</u></p> <p>THE IRISH FAMINE AND INDEPENDENCE MOVEMENTS</p>	<p>The end of an era</p> <p><u>Knowledge:</u></p> <p>Reigns for 63 years and 7 months Death of Prince Albert Retires from public life</p>	<p>Gressenhall Victorian 'Whodunnit' day (Dependent on COVID restrictions)</p>

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		<p>Transport developments Canals; aqueducts Mechanisation of Industry Coal mining: Social changes: Poor conditions, working hours and pay in factories, collieries and mills Young children in factories, collieries and mills. Housing conditions very poor Cholera epidemics were common</p> <p>QUEEN VICTORIA</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>POLITICAL REFORM</p> <p>Battle of Peterloo ('Peterloo Massacre') The 1832 Great Reform Act Limited middle class enfranchisement</p> <p>SOCIAL REFORM</p> <p>Social reforms after the 1832 Great Reform Act 1833 Factory Act; minimum age to work; limited hours for children; 1847 Factory Act (the 'Ten Hours Act') 1834 Poor Law reform; workhouses and 'less eligibility' Health problems Cholera epidemics Public Health Act 1848; general and local boards of health Improving sanitary conditions; London sewerage system</p> <p>POPULAR REFORM Chartism</p>	<p>East India Company Americas Jamestown 1607; colony of Virginia (see Year 2) James Cook discovers Australia in 1770 Establishment of penal settlement; convict transportation Australian colonies valuable for wool and gold</p> <p>B. EAST INDIA COMPANY</p> <p>British influence across Asia through the East India Company (EIC) and Royal Navy Indian Rebellion of 1857 Indian soldiers mutiny: long-term grievances and issue of tallow-greased cartridges British Raj End of the British East India Company</p>	<p>Act of Union in 1800 Ireland joins Britain as part of the United Kingdom Outbreak of Famine Potato blight Actions of the landlords Death toll Government responses Sir Robert Peel and American maize; corn laws Emigration United States and Great Britain Importance of memory of Famine in Ireland and diaspora Creation of an Irish identity Migration and depopulation</p>	<p>Golden and Diamond Jubilees Death in 1901; end of Victorian Era</p>	
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		<p>OVERSAW PERIOD OF BRITISH ECONOMIC AND IMPERIAL GROWTH</p> <p>The Great Exhibition, 1851 Showcased global exhibits Emphasised British manufacturing capabilities</p>	<p>The Charter; six points; democratic ambitions National Elementary Education Act, 1870; state education provision until age 12</p>	<p>British Crown takes control; Government of India Act 1858 Queen Victoria crowned Empress of India</p>			
<p><u>Visual arts/DT/ Art</u></p>		<p>William Morris Victorian art/ Victorian cross-stich design on Christmas card</p> <p><u>Knowledge:</u> 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</p>	<p>The Language of Art</p> <p><u>Knowledge:</u> →</p> <p>UNDERSTAND AND BE ABLE TO APPLY APPROPRIATELY THE FOLLOWING TERMS:</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</p>		<p>Italian renaissance →</p> <p>Clay Caleveras/ sugar skulls</p> <p><u>Knowledge:</u> Leonardo da Vinci's Vitruvian Man, Mona Lisa and Last Supper Bruegel's Peasant Wedding Dürer's Self-Portrait Raphael (Raffaello Sanzio da Urbino),</p>		<p>West Norfolk Artists association</p>

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		<p>Present Day, 1836 (Cambridge University Press, 2013)</p> <p>Gothic Revival: a return to the gothic style of architecture from the Middle Ages</p> <p>The Houses of Parliament: designed in a gothic style</p> <p>William Morris: wallpaper, tiles, furniture, fabrics and books</p> <p>Sir Edward Coley Burne-Jones, The last sleep of Arthur in Avalon, 1881-98 (Museo de Arte de Ponce), Puerto Rico</p>	<p>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 something, rather than the thing itself</p> <p>Genre: a term to describe distinct types of subject matter, applicable in literature as well as art, such as landscape or portrait</p> <p>Perspective: in art refers to the mathematical techniques, and linear arrangements used to rationalise space in two-dimensional art works</p>		<p>The School of Athens, 1510-1511 (Vatican Museums and Galleries), Vatican City</p> <p>UNDERSTAND THE TERM RENAISSANCE</p> <p>Recognise that Renaissance art is not only defined by style but reflects new attitudes, achievements and influences; namely: A shift in world view from medieval to Renaissance art, with a new emphasis on humanity and the natural world</p> <p>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</p>		
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					<p>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 vanishing point; the horizon line)</p> <p>OBSERVE AND DISCUSS A RANGE OF PAINTINGS BY ITALIAN RENAISSANCE ARTISTS</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</p>		
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					<p>Madonna dei Garofani), 1506-7 (National Gallery, London) Michelangelo, Sistine Chapel decorations, 1508-12 (Vatican, Rome)</p> <p>BECOME FAMILIAR WITH RENAISSANCE SCULPTURE</p> <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>BECOME FAMILIAR WITH</p>		
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					<p>RENAISSANCE ARCHITECTURE</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): 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) Palazzo Pitti, Florence, begun 1458, (from 1549 chief residence of the Medici and the ruling families of the Grand Duchy of Tuscany)</p>	
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					<p>The Basilica of St Peter's, Vatican City, Rome, 1506 (includes Michelangelo's Pietà, and later additions by Bernini) Villa Farnesina, 1506-10 (Trastevere, Rome) (Retreat of Papal banker Agostino Chigi, who commissioned decorations from Raphael, del Piombo and Guilio Romano)</p>		
Music		<p>Elements of music Notation</p> <p>Knowledge:</p> <p>Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognise a steady beat, accents, and the downbeat; play a steady beat, a</p>	<p>Listening and understanding</p> <p>Knowledge:</p> <p>Ludwig van Beethoven, Symphony No. 5 Ralph Vaughn Williams, Greensleeves</p> <p>MUSICAL CONNECTIONS</p> <p>Polyphonic Music Canons and Rounds</p>	→	<p>Musical traditions – traditional Norfolk folk songs – links to local history and geography</p> <p>Knowledge:</p> <p>Listen to Vaughan Williams English Folk Song Suite. Understand that folk music is passed on by each generation and</p>	<p>Songs – works of music</p> <p>Knowledge:</p> <p>The Blaydon Races [Cross-curricular connection with Year 6 British History] Food Glorious Food Greensleeves Lean On Me The Mountains of Mourne</p>	<p>Harvest Festival Carol Concert Easter Nelson's Got Talent</p>

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		<p>simple rhythm pattern, and syncopation patterns. Discriminate between fast and slow; gradually slowing down and getting faster; accelerando and ritardando. Discriminate between differences in pitch: high and low. Discriminate between loud and soft; gradually increasing and decreasing volume; crescendo and diminuendo Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes). Sing unaccompanied, accompanied, and in unison. Recognise harmony; sing rounds and canons;</p>			<p>generally not written down. Recognise folk songs that are still familiar today: Early One Morning Drunken Sailor Scarborough Fair</p>	<p>Sumer is Icumen In Swing Low Widdecombe Fair</p>	
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		<p>two- and three-part singing. Recognise verse and refrain. Recognise theme and variations.</p> <p>NOTATION</p> <p>Review the following notation:</p> <p>Review the following notation: Crotchet Minim Semi-breve Stave Treble clef and names of lines and spaces in the treble clef</p> <p>Crotchet rest Minim rest Semibreve rest</p> <p>Understand the following notation Double bar line, bar, repeat signs</p>					
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		<p>Quaver: the length of half a crotchet Time signature: 4/4 quadruple time, as in four crotchet beats Time signature: 2/4 duple time, as in two crotchet beats Time signature: 3/4 triple time, as in three crotchet beats Soft: <i>p</i> Very soft: <i>pp</i> Loud: <i>f</i> Very loud: <i>ff</i></p> <p>Understand the following notation: Moderately soft: <i>mp</i> Moderately loud: <i>mf</i> Middle C in the treble clef</p> <p>Tied notes</p> <p>Dotted notes Sharps Flats</p>					
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		<p>Da Capo (D.C.): meaning 'from the beginning' Da Capo al fine (D.C. al fine): meaning 'repeat from beginning to the fine (end) mark'</p> <p>Understand the following notation and terms:</p> <p>Time signature 4 can be expressed as C ('Common' time)</p> <p>Semi-quavers: the length of a quarter of a crotchet (or half of a quaver) The number of beats for semi-breves, minims, crotchets, quavers, and semi-quavers</p>					
MFL	Unit recap – how are you, name, numbers to 30, colours and	Unit 7 Encore! Lesson 3 Nationalities	Unit 8 Quelle heure est-il Lesson 1/2 leisure activities		Unit 9 Les fetes Lesson 1 Talking about festivals and		Languages day



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	<p>classroom instructions. Snacks, months of the year, dates and birthdays</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Lesson 4 Giving characteristics *letters to Santa Use a model for writing. Use a bilingual dictionary</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Lesson 3 telling the time Lesson 4 time you do activities</p> <p>See Rigolo Scheme of work Mapping Grid</p>		<p>dates Lesson 2 Presents at festivals Lesson 3 Numbers 31 to 60 Lesson 4 Giving and understanding commands</p> <p>See Rigolo Scheme of work Mapping Grid</p>		
Computing	<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 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</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 themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working</p>	<p>Web pages</p> <p><u>Knowledge:</u></p> <p>Pupils are introduced to the creation of websites for a chosen purpose. They will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>Spreadsheets</p> <p><u>Knowledge:</u></p> <p>Pupils are introduced to the learners spreadsheets. They are supported in organising data into columns and rows to create their own data set. They are taught the importance of formatting data to support calculations. Pupils are introduced to formulas and begin to understand how these can be used to</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, 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</p>	<p>Sensing</p> <p><u>Knowledge:</u></p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from year 3, repetition from year 4, selection from year 5 and variables, introduced in year 6, programming A.</p>	

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	<p>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>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>		<p>produce calculated data. They are taught how to apply formulas which include a range of cells and apply formulas to multiple cells by duplicating them. Children learn to use spreadsheets to plan an event and answer questions. Finally, they create graphs and charts and evaluate their results in comparison to questions asked.</p>	<p>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>It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment whilst also utilising a physical device - the micro:bit. The unit begins with a simple program which pupils build in and test in the programming environment before transferring it to their micro:bit. They then take on three new projects in lessons 2, 3 and 4, with each lesson adding more depth.</p>	
PE	<p>Tag rugby</p> <p><u>Knowledge:</u></p>	<p>Dance</p> <p><u>Knowledge:</u></p>	<p>Gym</p> <p><u>Knowledge:</u></p>	<p>Badminton</p> <p><u>Knowledge:</u></p>	<p>Athletics</p> <p><u>Knowledge:</u></p>	<p>OAA/Rounders</p> <p><u>Knowledge:</u></p>	<p>Healthy Living Week/Sports day</p>

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	<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>	
RE	<p>Islam: What is the best way for Muslims to show commitment to God?</p> <p><u>Knowledge:</u></p>	<p>Christianity: How significant is it that Mary was Jesus' mother?</p> <p><u>Knowledge:</u></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</p>	<p>Christianity: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><u>Knowledge:</u></p>	<p>Does belief in Akhirah (life after death) help Muslims lead a good life?</p> <p><u>Knowledge:</u></p>	<p>→</p>	<p>Harvest Festival Service/ Assemblies</p>

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	<p>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.</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 meanings and significance to</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 arise from them in different communities.</p>	<p>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 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,</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 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>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>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</p>		
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	<p>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>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>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>		
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<p>RSHE (Both Year 5 and 6 objectives)</p> <p>PSHE</p>	<p>My feelings</p> <p>Mind to be Kind/Character and Culture (PiXL) Wellbeing Package</p> <p>Knowledge:</p> <p>By the end of the unit pupils:</p> <p>Anticipate how their emotions may change as they approach, and move through, puberty;</p> <p>Recognise how images in the media, including online, do not always reflect reality, and can</p>	<p>My relationships</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p>Knowledge:</p> <p>By the end of the unit pupils:</p> <p>Can identify healthy relationships and recognise the skills to manage and maintain them;</p> <p>Realise the nature and consequences of discrimination, including the use of prejudice language.</p>	<p>My rights and responsibilities</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p>Knowledge:</p> <p>By the end of the unit pupils:</p> <p>Will have strategies for keeping safe online, knowing personal information including images of themselves and others can be shared without their permission;</p>	<p>Asking for help</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p>Knowledge:</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 about what they have seen;</p>	<p>My body</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p>Knowledge:</p> <p>By the end of the unit pupils:</p> <p>Can anticipate how their body may change as they approach and move through puberty;</p> <p>Will be able to explain what sexual intercourse is and how this leads to</p>	<p>My beliefs</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p>Knowledge:</p> <p>By the end of this unit pupils:</p> <p>Know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying;</p>	<p>NSPCC number day Hello Yellow Day – mental health-children</p>

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	affect how people feel about themselves.		Will have an awareness of how infections can be shared and spread.	Will develop the confidence and skills to know, when, who and how to ask for help independently, or with support.	reproduction, using the correct terms to describe the male and female organs.	Will know that some cultural practices are against British law and universal human rights.	
<u>Local history and geography</u>		Life in Downham Market during the Industrial Revolution					Discover Downham