

YEAR 6 EAGLES CURRICULUM MAP 2017-2018

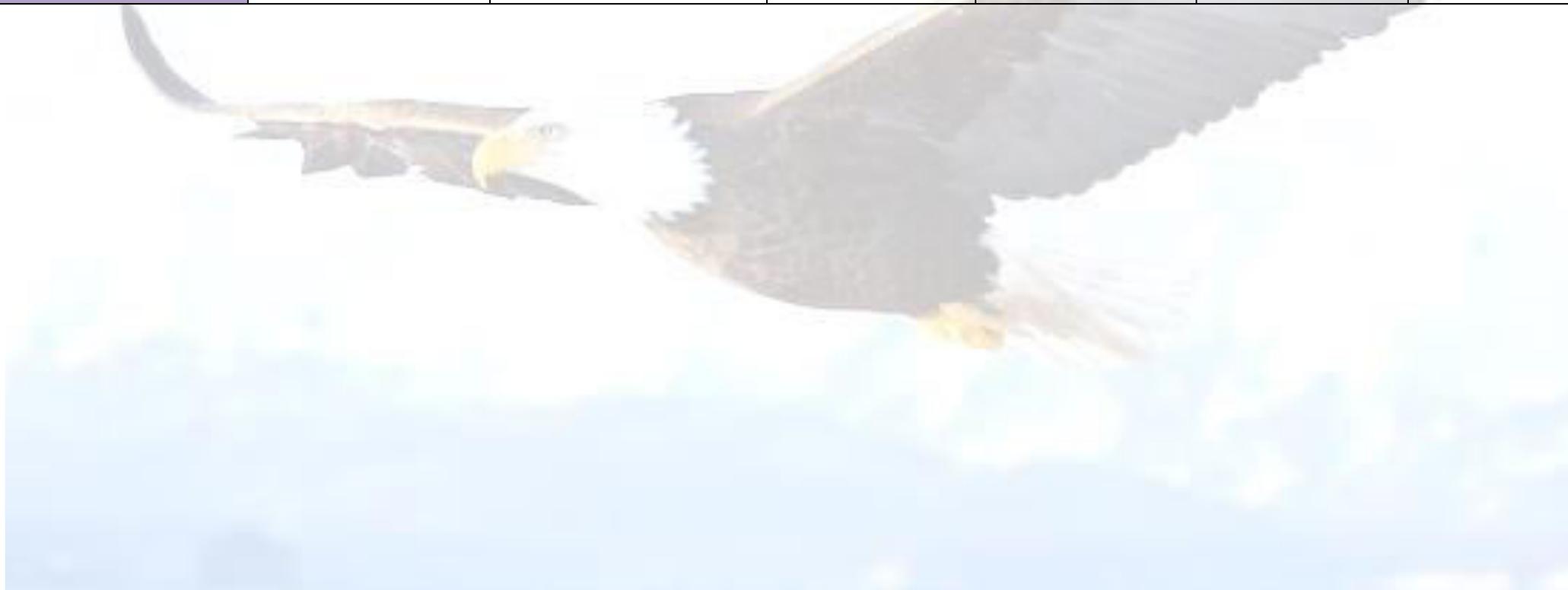
SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviours For Learning	Active Listening, Concentration, Perseverance, Creativity, Curiosity, Critical Thinking					
TRIPS AND VISITORS	Visit from Professor McGinty Introducing WWI/WWII		MK presentation (on travels)		Y6 Residential	
HISTORY	<i>To build an overview of World History(20th Century) including the world wars and social history of the 1940's to 1970's</i>				<i>To build an overview of the Mayan Civilisation</i>	
	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Refine lines of enquiry as appropriate • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Identify continuity and change in the history of the locality of the school. • Identify periods of rapid change in history and contrast them with times of relatively little change. 				<ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	
GEOGRAPHY			Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.		Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.	

			<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 			
ART	Painting (linked to Trevor Lay)	Drawing (linked to Andy Warhol or Banksy)	Sculpture (mosaic ceramic)	Collage (designing a mosaic tile)	Printing patterns	Textiles Patchwork quilts
	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. <p>Develop a personal</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Give details (including own sketches) about the style of some notable artists, artisans and designers. 	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and 	<p>Use ceramic mosaic materials and techniques.</p>	<ul style="list-style-type: none"> • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	

	<p>style of painting, drawing upon ideas from other artists.</p>	<ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	form.			
DT		<p>What has the 20th Century done for us? Electricity – resistors, transistors LED. Create circuits</p>				<p>The Americas Food technology: Recipes with chocolate</p>
MUSIC	<p>Listen to music of different styles and genres and appraise music by answering a range of questions. Understand the importance of warming up voices, good posture and projection. Sing in an ensemble with the aim of producing a round sound, clear diction and control of pitch. Play musical instruments with increasing accuracy in solo and ensemble contexts. Build on understanding the basics of formal notation. Confidently perform rhythms and melodies using the voice or an instrument. Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</p>					
	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. 					

	<ul style="list-style-type: none"> • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 					
SCIENCE	Plants and Photosynthesis		Chemical Changes		Energy	
	<p>To work scientifically</p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 					
PE	Games Gymnastics	Games Gymnastics	Outdoor adventure activities Games	Games Dance	Athletics Gymnastics	Games Gymnastics
MATHEMATICS	Number: Place value Number: Addition and subtraction, Multiplication and division	Fractions	Number: Decimals Percentages Measurement	Number: Algebra Number: Ratio Geometry and statistics	Geometry: Properties of shapes Position and direction	Project work
COMPUTING	E safety Technology in in our lives	Multimedia Programming Handling data	E Safety Programming	Handling Data Multimedia	Programming Taught by TB	Computing across the curriculum Handling data
PSHE	Values: Sept – Responsibility Oct – Tolerance It's our world	Values: Nov –Freedom Dec - Thoughtfulness Say No! Anti bullying Drugs Education	Values: Jan - appreciation Feb - Caring Money, Money,Money!	Values: March – Honesty April - Friendship Looking out for others	Values: May - Perseverance People around us	Values: June – Courage July – Respect Growing up/moving on Puberty and relationships

<p style="text-align: center; color: white; font-weight: bold; font-size: 24px;">RE</p>	<p>Living by Rules Christian morality/love superseding rules/christianity. Being fair & Just Religious persecution/Christianity and other religious tradition of your choice</p>	<p>Creating unity and harmony (Community) Restoring unity Christianity The forgiveness circle – Jainism Cultivating inclusion, identity & belonging (community)</p>	<p>Remembering Roots (commitment) • Noah – Christianity & Judaism Remembrance Day Being Courageous and confident (commitment)</p>	<p>Being regardful of suffering/ Being merciful & forgiving (Compassion) The teaching of Easter is compulsory here – The Easter Story</p>	<p>Islam Appreciating Beauty (Creativity) The Lord's Prayer & Worship</p>	<p>Islam The Budha and the swan Being reflective and self-critical (contemplation) Growing to spiritual perfection as Christians- Christianity and otherRTs of choice</p>
<p style="text-align: center; color: purple; font-weight: bold; font-size: 24px;">FRENCH</p>	<p>Names Greetings Classroom instructions Ages Where they live</p>	<p>Numbers 1-31 Months Days of the week Dates Zoo animals Adjectives Christmas</p>	<p>Numbers 61 – 80 Classroom instructions Where they live (town/country) Places in town directions</p>	<p>Weather Rhyming activity and poem Storms and shipwrecks Alphabet</p>	<p>Classroom instructions Alphabet Numbers 81-100 as part of money topic Food, café</p>	<p>Healthy eating Mealtimes in France time</p>



ENGLISH

Programme Of Study		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English : Writing Composition	Narrative	Character Flaw Pleasant Afternoon		Conquering Monsters Kidnapped		Revision	Tale of Fear The Nightmare Man
	Non-Fiction	Biography, Autobiography Recounts	Non-chron report	Persuasive writing MUGA	Jounralistic/Explan ation text Goldilocks Trial	Revision	Instructions
	Poetry		Imagery WW1 Charge of the Light Brigade: Learn & Perform		The Highwayman		
English : Writing Transcription	Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes; 'silent' letters; homophones • knowledge of morphology and etymology • use dictionaries and a thesaurus Spelling lists adapted from NC 2014 Spelling Y5/6 including Y5/6 word list					
	Hand Writing	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices Decide whether or not to join specific letters choosing the writing implement that is best suited for a task.					

English: Writing Vocabulary, Grammar And Punctuation	<p>Pupils will be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <p>Pupils will continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>						
	English Reading	Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>				
Comprehension		<ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use reading books that are structured in different ways and reading for a range of purposes • Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 					
CLASS NOVEL		Carrie's War – Nina Bawden	The Diary of Anne Frank	Around the World in 80 Days – Jules Verne	Short Stories – contemporary and classic	Millions- Frank Cottrell Boyce	A Monster calls - Patrick Ness