

SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

Our Sheen Mount curriculum maps have been developed and updated throughout 2019-2020. However, in this coming academic year, 2020-2021, there are some areas of the curriculum that will be modified, because of Covid-19, in line with the government guidance issued most recently.

- 1) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- 2) Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

Subject	Autumn Term	Spring Term	Summer Term
English	<p><u>Reading Opportunities:</u> Core Text: Holes A novel about a boy named Stanley who is sent to a Juvenile Correctional Facility in Texas for being a 'bad boy'. The story takes place in the present, the past and the distant past and has a complex plot. Nobody knows why they are digging these holes but as the plot unfolds, the truth is revealed. The text allows the children to explore plot twists, analyse characters' personalities and actions and discuss a variety of thought-provoking themes</p> <ul style="list-style-type: none"> - scientific reading – microbiology and animal adaptation - historical reading – Battle of Britain - poetry – war poetry 	<p><u>Reading Opportunities:</u> Core Text: Mouse, Bird, Snake, Wolf The imagination of three children takes on unexpected life in this creation tale. The graphic novel is a powerful and through-provoking text, giving children the opportunity to explore the beauty and dangers of nature as well as the importance of boundaries and self-restraint.</p> <ul style="list-style-type: none"> - scientific reading – the human eye - geographical reading – natural disasters - historical reading – Ancient Islam - Animal farm – novel - poetry: Dark Sky Park by Philip Gross - poetry: haikus, tankas and rengas 	<p><u>Reading Opportunities:</u> Core Text: The Island This brilliant and haunting graphic novel painfully captures the violent hatred that the most harmless of outsiders can engender. It tells the story of a stranger who is washed up, helpless, hapless and naked, on the shore of an island. Who is he? Where has he come from? What does he want? The themes within the book cover identity, inclusion and acceptance and the words and pictures provoke deep class discussion.</p> <ul style="list-style-type: none"> - scientific reading – the circulatory system - geographical reading – Normandy - historical reading – Fougères Castle
	<p><u>During shared reading and guided reading:</u></p> <ul style="list-style-type: none"> - encouragement of Reading for Pleasure - apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words - listen to, read and discuss a wide range of books and writing - develop fluency, use of expression and stamina - discuss themes and conventions - develop comprehension skills – check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting - identify how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language and its impact on the reader - develop empathy by understanding feelings and actions of characters - distinguish between fact and opinion statements - Retrieve, record and present information from non-fiction texts 		
	<p><u>Other Reading Opportunities</u></p> <ul style="list-style-type: none"> - independent reading - reading recommendations and book discussions, including presentations and debates; make comparisons within and across books - poetry recital: one child per week - whole class poetry recital: Harvest Assembly, Remembrance Assembly, Spring Assembly, Year 6 Play - library session - whole class story 		
	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - letter writing in role – paragraphs and basic punctuation - encyclopaedia entry – non-fiction structure, formal, technical and descriptive language, cohesion (subheadings and adverbials). Create class encyclopaedia – read to class. - writing a chapter for the book – use of dialogue which moves the action forward; describe characters, atmosphere and setting. Ellison (it's, gonna). Act out final versions. 	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - descriptive writing – using figurative language and varying sentence structure. Expanded noun phrases and adverbial phrases. Ellipsis for cohesion. Share with class. - scientific explanation text – formal and impersonal language; use of bullet points. Share with Year 5 pupils and send to scientist. - poetry writing – descriptive language, including figurative language in a 'renga'. 	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - journalistic writing – use of passive voice, combination of all writing skills. Create class newspaper. - leaflet writing – combination of all writing skills. Share with Year 5 children. - Scientific explanation text - how the heart works. Share with Year 5.

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	<ul style="list-style-type: none"> - historical letter writing – setting description and character feelings. Use conjunctions, adverbs and prepositions to express time and cause. Synonyms/antonyms. Perform in Remembrance Assembly. - report – choosing vocabulary for purpose and engagement. Choose nouns or pronouns appropriately. Use of the subjunctive. - scientific writing – using formal and informal language; cohesion (subheadings and adverbials). - film review – using complex sentences <p><u>Techniques/Mechanics/Grammar/Punctuation:</u></p> <ul style="list-style-type: none"> - Recap of word classes - Recap of synonym and antonym - Co-ordinating and subordinating conjunctions - Avoiding comma splices (semi-colon, dash, conjunction, new sentence) - Punctuation of direct speech - Compound and complex sentences including relative clauses - Subjunctive <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - 'ie' or 'ei' - common prefixes and common suffixes - apostrophes - 'y' to 'ies' - ance/ant/ancy - ence/ent/ency - hyphens - statutory Year 6 words - word families based on common words <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase legibility, consistency and quality of handwriting. 		<ul style="list-style-type: none"> - narrative – describing settings and characters; creating atmosphere. Ellipsis and repetition for cohesion. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - noun phrases and adverbial phrases - standard English - formal and informal language - semi-colons and colons - parenthesis - active and passive - subject and object - modal verbs <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - silent letters - homophones - words ending in '-fer' - commonly confused words - words with 'ough' - changing suffixes - statutory Year 6 words - word families based on common words <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase legibility, consistency and quality of handwriting. 		<p><u>Grammar:</u></p> <ul style="list-style-type: none"> - subjunctive - simple past, past progressive, simple present, present progressive - present perfect, past perfect and future perfect - revision <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - statutory Year 6 words - revision of KS2 spelling patterns - word families based on common words <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase legibility, consistency and quality of handwriting. 	
Maths	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> - read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - round any whole number to a required degree of accuracy - use negative numbers in context, and calculate intervals across zero - solve number and practical problems that involve all of the above. 	<p><u>Four Operations</u></p> <ul style="list-style-type: none"> - long division - identify common factors, common multiples and prime numbers (including squares and cubes) - order of operations - multistep problems <p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> - use common factors to simplify fractions - compare and order fractions 	<p><u>Ratio and Proportion</u></p> <ul style="list-style-type: none"> - solve problems involving the relative sizes of two quantities - solve problems involving the calculation of percentages - solve problems involving similar shapes (scale factor) - solve problems involving unequal sharing and grouping 	<p><u>Measurement</u></p> <ul style="list-style-type: none"> - solve problems involving the calculation and conversion of units of measure - use, read, write and convert between standard units - convert between miles and kilometres - recognise that shapes with the same areas can have different perimeters and vice versa 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> - describe positions on the full coordinate grid - draw and translate simple shapes on the coordinate plane, and reflect them in the axes <p><u>Statistics</u></p> <ul style="list-style-type: none"> - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average 	<p><u>Using Mathematical Knowledge and Skills in the Real World</u></p> <p>Bizworld –entrepreneurial project</p> <p><u>Revision</u></p> <ul style="list-style-type: none"> - revision of all KS2 maths skills

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	<p><u>Four Operations</u></p> <ul style="list-style-type: none"> - addition, subtraction, long multiplication 	<ul style="list-style-type: none"> - add and subtract fractions - multiply simple pairs of proper fractions - divide proper fractions by whole numbers - associate a fraction with division and calculate decimal fraction equivalents - identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 - multiply and divide decimals - equivalence between fractions, decimals and percentages - 	<p><u>Algebra</u></p> <ul style="list-style-type: none"> - use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of combinations of two variables. 	<ul style="list-style-type: none"> - recognise when it is possible to use formulae for area and volume of shapes - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units <p><u>Geometry</u></p> <ul style="list-style-type: none"> - draw 2-D shapes using given dimensions and angles - recognise, describe and build simple 3-D shapes - compare and classify geometric shapes based on their properties and sizes and find unknown angles - illustrate and name parts of circles - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 	<p><u>Revision</u></p> <ul style="list-style-type: none"> - revision of all KS2 maths skills 	
<p>Science</p>	<p><u>Living things and their habitats</u></p> <p><u>Knowledge:</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Skills:</u> use classification materials to identify unknown organisms. Give a number of characteristics that explain why an organism belongs to a particular group. Use diagrams to illustrate their observations of organisms over time. Research organisms and scientists using secondary sources and</p>	<p><u>Evolution and inheritance</u></p> <p><u>Knowledge:</u> recognise that living things have changed over time & that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary & are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways & that adaptation may lead to evolution.</p> <p><u>Skills:</u> use primary & secondary sources to research adaptations. Identify characteristics that make an organism suited to its habitat. Use models to demonstrate inheritance & natural</p>	<p><u>Light</u></p> <p><u>Knowledge:</u> recognise that light appears to travel in straight lines. Use this idea to explain that objects are seen because they give out or reflect light into the eye. Use this idea to explain why shadows have the same shape as the objects that cast them. Explain that we see things because light travels from light sources to our eyes or from light sources to objects & then to our eyes.</p> <p><u>Skills:</u> explain how evidence from enquiries shows that light travels in straight lines. Predict & explain with diagrams or models how the path of light rays can be directed by reflection to be seen. Measure angles of incidence & reflection</p>	<p><u>Electricity</u></p> <p><u>Knowledge:</u> associate the brightness of a lamp or the volume of a buzzer with the number & voltage of cells used in the circuit. Compare & give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers & the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Skills:</u> incorporate a switch into a circuit to turn it on & off. Change cells & components in a circuit to achieve a specific effect. Communicate structures of circuits using circuit diagrams with recognised symbols. Devise & carry out a fair test on resistance & draw a</p>	<p><u>Animals, including humans</u></p> <p><u>Knowledge:</u> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p><u>Skills:</u> communicate their understanding of the circulatory system in writing & with a labelled diagram. Devise & carry out a fair test to discover the link between pulse rates & activity. Measure results accurately, record them in a graph & use them to draw conclusions.</p> <p><u>Vocabulary:</u> heart, pulse, rate, blood, blood vessels, lungs, oxygen, nutrients, water, muscles, circulatory system, vein, artery, capillary,</p>	<p><u>Animals, including humans</u></p> <p><u>Knowledge:</u> describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><u>Skills:</u> explain both the positive and negative effects of diet, exercise, drugs and lifestyle on the body. Present information describing impact of drugs and lifestyle on the body.</p> <p><u>Vocabulary:</u> nutrients, water, muscles, diet, exercise, drugs, lifestyle</p> <p><u>Key activities/events:</u> create a poster demonstrating lifestyle choices which can have a</p>

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	<p>communicate their findings to others. Compare and evaluate the classification systems of Aristotle & Linnaeus.</p> <p><u>Vocabulary:</u> as for Y4 + bacterium/ bacteria, invertebrate, kingdom, microorganism, MRS GREN, organism, protist, virus</p> <p><u>Key activities/events:</u> Science Dome visit – looking at microorganisms and Darwin (link to next topic). Sort organisms into the 5 kingdoms and justify their choices. Observe & record mould growth on bread over time. Use the MRS GREN test to decide whether different objects are living or non-living. Research & classify invertebrates and create an information booklet to share with younger children (link to English). Home learning: research a microbiologist and present their findings (link to English).</p>	<p>selection. Compare & evaluate theories of Ancient Greeks, Wallace & Darwin. Identify evidence which supports/refutes theory of evolution. Use Venn diagram to sort characteristics caused by genes & environment.</p> <p><u>Vocabulary:</u> adaptation, evolution, inheritance, natural selection, offspring, reproduction, species, variation</p> <p><u>Key activities/events:</u> trip to Kew Gardens – focus on plant evolution. Model inheritance using 'reebops'. Model natural selection using drama. Learn about the work of Mary Anning and recreate a prehistoric animal using fossil evidence. Research animal adaptations & present their findings in a poster. Home learning: design a fantasy adapted animal & explain how it is suited to its habitat.</p>	<p>accurately, record this data in a diagram & table, & draw a conclusion from their results. Use secondary sources to find out how the human eye works.</p> <p><u>Vocabulary:</u> as for Y3 + ray, refraction, spectrum, angle of incidence/reflection, cornea, iris, pupil, lens, retina, sclera, optic nerve</p> <p><u>Key activities/events:</u> demonstrate that light travels in straight lines by passing beam of light through series of holes. Draw diagrams to explain how we are able to see objects. Write an explanatory text about the workings of the human eye (link to English). Investigate angles of incidence & reflection. Learn about Newton's theory of colour.</p>	<p>conclusion from their results. Predict results & answer questions by drawing on evidence gathered. Use knowledge of conductors & insulators to design, build & test a switch.</p> <p><u>Vocabulary:</u> as for Y4 + circuit diagram, circuit symbol, voltage, resistance</p> <p><u>Key activities/events:</u> design & make their own switch (link to DT). Build circuits with different numbers of cells, bulbs & motors to investigate the effect on the other components. Fair test – does the length of resistance wire in a circuit affect the amount of current?</p>	<p>oxygenated/deoxygenated blood</p> <p><u>Key activities/events:</u> fair test to examine link between pulse rate & activity. Heart dissection.</p>	<p>positive/negative impact on health.</p>
<p>Art & DT</p>	<p><u>Caricature of self</u> Developing ideas - imaginatively extend ideas from observation. Drawing – using a variety of pencils – create shading</p> <p><u>Mark Rothko</u> View technique on YouTube and build up to painting on canvas in this style. Being expressive and analytical to adapt, extend and justify their work. Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings.</p> <p><u>Christmas card</u> Using collage to create a Christmas card design for Cauliflower Cards project.</p>	<p><u>Pottery Ammonite</u> After close observation in picture form create a detailed sketch using a variety of pencils. Then, using tools for texture, create a 3D representation of an ammonite – finish in glass paint & varnish</p> <p><u>Cross stitch</u> Create a cross stitch design for a special Christmas card</p>	<p><u>Galette des Rois</u> Food tech project based around the French Epiphany tradition of Galette des Rois. Create poster about history & traditions. Write recipe. Bake tart. Create crown to decorate tart. Links to English and French.</p>	<p><u>Block Printing</u> Use printing block and cutting tool to produce a print based on Early Islamic Civilization. Organise work in terms of pattern, symmetry. Study the development of Islamic art and how the work was influential in society.</p> <p><u>Drawing</u> Imaginatively extend ideas drawn from the work of Dave McKean in Mouse, Bird, Snake, Wolf. Produce an image/sculpture to illustrate the book Mouse Bird Snake Wolf. Study the style and imagery in the book.</p>	<p><u>DT Electricity</u> Design and make an electrical toy using knowledge of circuits: Exploring, designing and using electrical switches and circuits in a railway-themed DT project.. Link to science.</p>	<p><u>Designing a booklet cover</u> Design front covers for Sports Day and the Y6 Production. Paul Klee Create different versions of a line drawing using different media to add colour & shading, inspired by Paul Klee 'taking a line for a walk'.</p>

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<p>Computing Currently, in 2020 2021, we are unable to use our computing suite and so will not be able to complete all areas of the computing curriculum.</p>	<p><u>E safety</u> Use technology safely, respectfully and responsibly. To create a poster based on ways to keep safe on the internet. Using role-play to greater understand the risks the children could face online and both inside and outside of school. <u>Research Skills</u> Find out about the physical geography of West Texas.</p>	<p><u>Programming</u> Scratch – use logical reasoning to explain how some simple algorithms work and to detect errors in algorithms and programs <u>Multimedia/esafety</u> Guardian Newspaper – fake news.</p>	<p><u>Word Processing Skills and Research</u> <u>Understand computer networks</u> Production of leaflet on Google Docs/ slides with information researched on the Internet about Natural Disasters.</p>	<p><u>Excel Spreadsheets Spreadsheet skills.</u> Use Google Docs spreadsheet programme. Children should have prior knowledge based upon previous skills learnt using 'J2Office' Design, write and debug programs that accomplish specific goals e.g. Use the spreadsheets to plan a party</p>	<p><u>Programming</u> Use of Scratch to create animations based upon the topic Year 6 are currently working on.</p>	<p><u>Research Task</u> Production of a factual booklet on a chosen subject. <u>Programming Multimedia (Photo/Video manipulation)</u> Planning, creating, editing and publishing movies using Windows Movie Maker on their highlights throughout their time at Sheen Mount.</p>
<p>Foreign Languages (French)</p>	<p><u>French- Quelle temps fait-il</u> Revise and build on learning from Y4 and Y5. Children learn to ask questions, have opinions and form sentences about the weather, how to say temperature (including negative numbers). Building on vocabulary from Y5, they form sentences about suitable clothing to wear depending on the weather. '</p>	<p><u>French- les saisons</u> Children use prior learning (from year 4 and 5) to describe the four seasons. They construct sentences about the weather, activities, food and drink as well as festivals. Cultural understanding: Christmas traditions Children learn about the St Nicholas festival which is celebrated in northern France.</p>	<p><u>French -En route pour l'école</u> Build on learning from Year 4 (shops in high street) Understand and use names for places in their local area. Follow and give directions. Describe the route to school. Cultural understanding and cross curricular activity: Children learn about epiphany in France with la fete des rois. They make Galettes des rois in DT</p>	<p><u>French- Notre école- telling the time</u> Building on learning from year 5 (subjects at school) Children learn to talk about everyday routines as well as subjects studied during the school day. They revise telling the time to the hour and extend this to using half and quarter hours and minutes. They revise some adjectives to describe appearance. For example what we wear to school. Cultural understanding: Why don't the French children wear school uniform?</p>	<p><u>French- Au marché</u> Children continue to grow in confidence in using numbers to 100. Children revise and build on their learning from y4 and y5 on food and local shops. They learn to say what they would like to buy in market & order in restaurant. In preparation for their school trip to France children learn key conversational vocabulary and to construct sentences to help them to go shopping in the local market. Cultural understanding: Make comparisons with a UK and a French marketplace.</p>	<p><u>French- Normandie and Fougères</u> Children continue to learn vocabulary related to their humanities topic and their experiences in France. They consolidate their language learning by role playing/ performing scenes from a French café or in a market place.</p>
	<p><u>Key Vocabulary</u> Quand il pleut, je porte mon imperméable. Aujourd'hui il fait beau donc je vais a la campagne. aujourd'hui il fait moins 5 degrés</p>	<p><u>Key Vocabulary</u> au printemps en été/automne/ hiver clair sombre heureux triste Viens/Reste chez moi Les couleurs sont ... En hiver, quand il neige je vais au ski. En été, quand il fait chaud, j'aime mangé la glace au chocolat.</p>	<p><u>Key Vocabulary</u> L'église, Le mairie, le parc, la gare, Le supermarché, L'hôpital, La banque Les magasins Quand je vais à l'école .. Je passe devant ... cinq minutes plus tard, finalement vrai, faux</p>	<p><u>Key Vocabulary</u> Il est une heure et demie, deux heures et demie, etc Je vais à l'école à huit heures et demie, etc à droite, à gauche, tout droit Je ne comprends pas. Répétez s'il vous plaît.</p>	<p><u>Key Vocabulary</u> soixante-onze soixante-douze quatre-vingt-onze Bonjour Monsieur/madame je voudrais.....s'il vous plaît ...merci. C'est combien? Oui merci Non merci Où est la/le.....</p>	<p><u>Key Vocabulary</u> une lemonade, une eau minérale, un jus d'orange, un verre de coca, un chocolat chaud un café, un café au lait une tasse de thé un paquet de chips une portion de frites une glace au chocolat / à la fraise / à la vanille Vous désirez? C'est combien? Bon appétit</p>
<p>History and Geography</p>	<p><u>World War II</u> <u>The Blitz: all we need to know about WWII?</u> We will analyse World War II using a series of enquiry questions to build our historical knowledge and skills.</p>	<p><u>Natural Disasters</u> What is a natural disaster? How are they caused and what is their impact? Look at tectonic plates Focus on what causes an earthquake leading to</p>	<p><u>Early Islamic Civilisations</u> We will consider the idea that people from other civilisations have contributed to many ideas that impact on us still. We will learn about</p>	<p><u>Local History Study - Sheen Mount: from past to present</u> In this unit the children will investigate how the local area</p>	<p><u>Outdoor learning day</u> Children draw plans of increasing complexity (plan of classroom/school/RP). As well as, apply geographical</p>	

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	<p>Enquiry 1: How did the key events of WW2 shift the balance of power between the opposing sides? Enquiry 2: How significant was the Blitz? How was it different or similar to events in other countries? Enquiry 3: World War II: whose war? What role did the armed forces from British colonies play? Enquiry 4: Evacuee experiences in Britain: is this all we need to know about children in World War II? Enquiry 5: New opportunities? How significant was the impact of World War II on women? Enquiry 6: What did men do in World War II? Did all men have to fight? Enquiry 7: When was the most dangerous time to live? How different was the Blitz? Conclusion: The Blitz: all we need to know about World War II?</p>	<p>tsunamis. Understand how humans respond to this. Focus on what causes a hurricane. Look at evidence form recent hurricane activity. Children to research a natural disaster and present this to the class in power-point.</p>	<p>differences in the way of life between London and Baghdad c. 900AD. We will also consider people who undertook challenges that have left behind fascinating legacies. The main focus of the topic will be on investigating issues and solving valid historical questions based on evidence.</p> <p>Enquiry 1: How different was Baghdad to London around 900AD? Enquiry 2: What was in the House of Wisdom? Enquiry 3: Who was Ibn Battuta and how did his Rihla help us? Enquiry 4: Who was Al-Zahrawi and what could we learn from Muslim medicine? Enquiry 5: What did early Islamic civilisation leave behind?</p>	<p>has changed. Children will go on a local history walk to spot historic features and compare it with old photographs. They will build on their map reading skills, using historic maps, to source information. This will allow them to answer 'When was this area built?' and 'How did land use change over time?' They will use primary and secondary sources including original school records.</p> <p>Enquiries: - When was the area around the school built? - How has the area changed? - What caused the change? - When and why was the school built? - How and why has the school changed over time?</p>	<p>skills in our local area – link to PE.</p> <p><u>Geographical Skills Module</u> ahead of moving to secondary school.</p>	
<p>Music Currently, in 2020 2021 we are unable to sing together and so performances will not be taking place for the foreseeable future.</p>	<p><u>Musical History and Exploring Musical Processes</u></p> <p>BBC ten pieces trailblazers Grażyna BACEWICZ (1909–1969)</p> <p>Listen and reflect on a piece of orchestral music. Understand the historical context of the music and composer. Create their own piece of music using instruments and voice (using Morse Code) Perform as an ensemble Learn musical language appropriate to the task</p>	<p><u>Musical History and Exploring Musical Processes</u></p> <p>What is a fanfare Aaron Copland: Fanfare for the Common Man</p> <p>Compare fanfares for different purposes and their historical context Identify main features of a fanfare</p> <p>Focus on Fanfare for the common man. Perform and compose</p> <p>Develop an understanding of the history of music <u>Singing and Performing</u> Remembrance assembly & Carol Concert rehearsals</p> <p>Perform in ensemble context listen and recall sounds with increasing aural memory</p>	<p><u>Exploring Rhythm and Pulse</u> Cuba- Salsa West Side Story (mambo) Ten pieces</p> <p>Explore salsa as a dance and music originating from Cuba. Learn and perform samba ostinato. Perform in parts 4 parts using voices, clapping and percussion instruments. Investigate, practice and perform Salsa rhythms. Explore how the Cuban rhythms incorporated into piece of orchestral music.</p>	<p><u>Musical History and Exploring musical processes</u></p> <p>Minimalism Music of Steve Reich Music for 18 musicians BBC ten pieces Listen and reflect on a piece of orchestral music Create their own piece of music using instruments and voice Perform as an ensemble Learn musical language appropriate to the task</p> <p><u>Singing and performing (Spring concert)</u> Perform in ensemble context listen and recall sounds with increasing aural memory Appreciate and understand a wide range of music from different genres and traditions Develop an understanding of the history of music</p>	<p><u>Developing music Technology</u></p> <p>Scratch Use the programme to sequence and create music (Link with computing)</p>	<p><u>Singing and Performing Exploring Lyrics and melody</u></p> <p>Explore music of musicals. The impact of songs and lyrics and there use in telling a story.</p> <p>Perform in ensemble context listen and recall sounds with increasing aural memory Appreciate and understand a wide range of music from different genres and traditions Develop an understanding of the history of music</p> <p>Production rehearsals</p>

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		Appreciate and understand a wide range of music from different genres and traditions				
PE	<p><u>Movement skills</u></p> <ul style="list-style-type: none"> - fitness circuits - counting individual and team scores - ladders / hurdles / sprints / relays - bleep and MAS test <p><u>Indoor PE</u></p> <ul style="list-style-type: none"> - gymnastic circuits with peers - creating an individual routine to show the class using the apparatus and equipment for routine - working in groups of 5+ <p style="text-align: center;">Gymnastics/movement skills</p>	<p><u>Ball mastery</u></p> <ul style="list-style-type: none"> - dribbling in possession of a ball - running with a ball and increasing speed - moving the ball with both hands / feet <p style="text-align: center;">Hockey / Netball / Basketball</p> <p><u>Indoor PE</u></p> <ul style="list-style-type: none"> - dance routines with peers and alone - moving the body in a variety of ways to music - building good rhythm - evaluating own and others' work <p style="text-align: center;">Dance</p>	<p><u>Attacking principles of play</u></p> <ul style="list-style-type: none"> - looking at width and depth - making penetrating forward runs and passes - playing quickly - 4v4 / 5v5+ games <p style="text-align: center;">Team games Hockey / Netball / Football / Basketball</p> <p><u>Indoor PE</u></p> <ul style="list-style-type: none"> • badminton • playing 1v1 games • playing in pairs • serving and volleying <p style="text-align: center;">Badminton</p>	<p><u>Defending principles of play</u></p> <ul style="list-style-type: none"> - working on compactness - delaying the attack - balance in defence - counter attack <p style="text-align: center;">Team games Hockey / Netball / Football / Basketball</p> <p><u>Indoor PE</u></p> <ul style="list-style-type: none"> - badminton - playing 1v1 games - playing in pairs - serving and volleying <p style="text-align: center;">Badminton</p>	<p><u>Swimming (whole term)</u></p> <ul style="list-style-type: none"> - developing the skills to progress to swimming competently, confidently and proficiently over a distance of 25m - using a range of strokes effectively <p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> - confidently throwing overarm at targets over a range of distances - bowling overarm (steady pace) bicep brushing ear - striking a ball following through with the bat to maximise distance <p style="text-align: center;">Cricket and Rounders</p>	<p><u>OAA</u></p> <ul style="list-style-type: none"> - set trails for others to follow - use 8 points of the compass - understand different roles and adapt them if they do not work - plan strategies to solve problems and then implementing/refining them <p><u>Sports day practice</u></p> <ul style="list-style-type: none"> - athletics practice - sprint trials - long distance trials - baton handover (facing away) - throwing and jumping practice <p style="text-align: center;">Athletics / Track and field</p>
RE	<p><u>Buddism/Islam</u> Is anything ever eternal? Exploring beliefs after death.</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> - to understand that there are many beliefs concerning what happens at death. - to reflect on their own beliefs about/feeling responses to death <p><u>Key Vocabulary</u> Islam, Mohammad, (pbup), Buddha, Buddhism, reincarnation, nirvana, paradise,</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - to reflect on what it may be like to belong to the Buddhist community. - appreciation of what a religious commitment means - developing understanding of the 	<p><u>Christianity</u> How Would Christians Advertise Christmas To Show What Christmas Means Today?</p> <p>AT1 Focus: Forms of expression AT2 Focus: Meaning, purpose and truth</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> - consider how the meaning of Christmas is expressed in variety of advertisements - compare different Christian beliefs about the birth of Jesus - ask questions about Christmas and research how Christmas is advertised by the church. - ask questions about what advertising might teach someone about Christmas <p><u>Key Vocabulary</u> Secular, religious, message,</p>	<p><u>Judaism /Humanism</u> Why do people believe in different things about how the world began?</p> <p>AT1: beliefs, teachings AT2; identity and belonging</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> - to know the story of creation according to the Old Testament - to know the scientific theory of creation - to be able to form a cohesive argument <p><u>Key Vocabulary</u> Bible, Genesis, creation, God, Earth, Adam, Eve, Big Bang, Universe,</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - opportunities for reflection - sharing of ideas and working collaboratively 	<p><u>Christianity/Islam</u> What can we learn from wisdom?</p> <p>AT1 Focus: beliefs, teachings and sources. AT2 Focus: Meanings, purpose and truth.</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> - to know why wisdom is important - to learn where wisdom comes from - to consider what wisdom they can offer to others <p><u>Key Vocabulary</u> Wisdom, wise, Christian, Bible, proverb, believer, value, sacred writings</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u></p> <ul style="list-style-type: none"> - reflecting on wisdom - consider the moral guidance given in wisdom - reflect on the wisdom that 	<p><u>Humanism</u> How do Humanists deal with human dilemmas?</p> <p>AT1 Focus: AT2: Focus</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> - explain how humanists decide the difference between right and wrong - describe the different ethical principles humanists use to guide them when deciding how to act - use reason to evaluate possible courses of action in a moral dilemma - evaluate a humanist approach to ethics <p><u>Key Vocabulary</u> Humanist, Humanism, empathy, reason, compassion, respect, consequences, principles, The Golden Rules, Utilitarianism, Universal law Rights, ends, me</p>	<p><u>Mullifaith</u> How is spiritualism expressed through art?</p> <p>AT1 focus: AT2 focus:</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> - to examine how light and dark is used symbolically in art - to look at ways in which beliefs are expressed through art - to examine the use of symbols in religious art to explore the idea that creativity itself can be spiritual - to explore cultural influences in religious art <p><u>Key Vocabulary</u> Aesthetic, inspiration, creativity, arabesque, calligraphy</p>

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	beliefs and views of others	purpose, meaning, truth, Nativity, Christmas, values <u>Spiritual, Moral, Social and Cultural Development:</u> - analysis of ancient text and what it means to Christians - opportunities for reflection - sharing of ideas and working collaboratively - awareness of the impact advertisements may have on the viewer	- research linked to the subject and forming arguments	- guides social relationships - research wisdom from different faiths and cultures - and look for commonality in wisdom	<u>Spiritual, Moral, Social and Cultural Development:</u> - opportunities for reflection - sharing of ideas and working collaboratively to share opinions and ideas as to why people live by a set of rules - to reflect on their own experiences and how they have an impact on others	<u>Spiritual, Moral, Social and Cultural Development:</u> - opportunities for reflection - sharing of ideas and working collaboratively - research linked to the subject and forming opinions
Relationships RSE and Health Education (links to science, computing, PE and our Sheen Mount Living Values)	<u>Cooperation – Living Value</u> Define cooperation and search for examples in daily life. Provide opportunities to experience cooperation and evaluate the principles associated with true cooperation. Examine the consequences in the wider world when cooperation has not been utilised or valued.	<u>Love – Living Value</u> Define love and the importance of loving ourselves. Question the role love has in strengthening our relationships. Evaluate the importance of love and compassion in the decisions we make. Consider the consequences of the absence of love.	<u>Respect – Living Value</u> Define respect and consider the importance of self-respect. Provide opportunities to reflect on interactions that demonstrate a respectful attitude and approach. Question the statement: 'Those who show respect will receive respect.'	<u>Simplicity – Living Value</u> Define simplicity by examining the statements: 'Simplicity is natural. Simplicity is being natural.' Provide opportunities for daily reflections and explore how to stay in the present. Consider the importance of simplicity and using resources wisely for the benefit of future generations.	<u>Happiness – Living Value</u> Define happiness and think of what influences or leads to happiness in our own lives. Contemplate the concept of happiness and what it feels like on the inside. Question 'lasting happiness is a state of contentment within.' Consider individuals in the wider world who have influenced happiness. Question if our happiness is determined by the happiness of others.	<u>Tolerance – Living Value</u> Reflect on the values we have explored this year to enable us to define tolerance. Find examples of when tolerance has not been demonstrated. If tolerance is 'mutual respect through mutual understanding' how can we become tolerant individuals? What skills do we need to be truly tolerant? Is it easier to be tolerant towards those who are similar or different to ourselves?
	<u>Unity – Living Value</u> Define unity by exploring the statement 'Unity makes big tasks seem easy.' Provide opportunities for the children to develop a shared goal or vision. Consider the importance of harmony within a group and the need for appreciation to enable everyone to feel united. Explore how unity and cooperation creates a sense of belonging and empowerment.	<u>Peace – Living Value</u> Define peace and reflect on the statement: 'Peace is being quiet inside.' How can we achieve a sense of quietness? Explore how peace from within would present itself to others. Consider 'Peace is more than the absence of war.' What would a peaceful world look like? Question whether a peaceful world would mean the same thing to everyone.	<u>Responsibility – Living Value</u> Define responsibility and consider it in relation to our rights, are they related? If we want peace, do we have the responsibility to be peaceful? What is our responsibility if we want an education? Consider our responsibilities to ourselves and others. Provide opportunities for the children to discuss their rights and responsibilities. Explore the levels of responsibility we encounter, e.g. in employment, socially and globally.	<u>Humility– Living Value</u> Define humility and what it means to be humble. Provide opportunities for the children to reflect on moments when they weren't humble. Why is humility difficult? Consider the statements: 'Humility goes together with self-respect' and 'Humility creates an open mind.' Question how humility or a lack of it affects the quality of our relationships with others.	<u>Honesty – Living Value</u> Define honesty and question the statement: 'Honesty is the best policy.' Are there moments when you have doubted this? Explore the relationship between honesty and friendship. Reflect on the importance of honesty thoughts as well as actions and words – how do these relate? Explore the relationship between greed and dishonesty. Develop an 'honesty box'.	<u>Freedom – Living Value</u> Define freedom by first considering our experience of it. How free are we? What does freedom mean to us? Consider the term 'full freedom' and equality. Provide the children with opportunities to explore themes of freedom within literature. Celebrate the freedoms we enjoy in our society. Evaluate the responsibility that comes with freedom.
The statements in <i>italics</i> are additional and non-statutory but are recommended by the PSHE Association. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Know how to make a clear and efficient call to emergency services if necessary. (<i>Junior Citizen</i>) - Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries. (<i>First-aid</i>)						

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- Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.
- Know which, why and how, commonly available substances and drugs can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- Recognise when they need help and to develop the skills to ask for help; *use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.*
- Understand that they have the right to protect their body from inappropriate and unwanted contact; *(including FGM) and develop the skills and strategies required to get support if they have fears for themselves or their peers.*
- Know what is and is not appropriate to ask for or share online; who to talk to if they feel uncomfortable or are concerned by such a request. *Know how to manage requests for images of themselves or others.*
- *Know strategies for keeping physically and emotionally safe including road safety, and safety in the environment. (Bikeability & Junior Citizen)*
- *Learn about the responsible use of mobile phones: safe keeping and safe user habits.*
- *Learn about change, including transitions, loss, separation, divorce and bereavement.*
- *Know what is meant by the term 'habit' and why habits can be hard to change.*
- Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).
- Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.
- Recognise and challenge stereotypes.
- Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
- *Recognise and manage 'dares'.*
- *Learn how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.*