

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

Subject	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p><b>Reading Opportunities:</b>  <b>Core Texts: Letters from the Lighthouse</b> – Set in February 1941 and with London unsafe, Olive and her brother Cliff, are evacuated to the Devonshire coast to stay with a mysterious lighthouse keeper. Olive must solve a mystery on her own involving a strange coded note which seems to link her older sister to a dangerous situation.                      The text allows the children to understand the war time experience of evacuated children and their parents whilst developing their inferential skills as the plots unfolds.  <b>Holes (extracts)</b> - 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  <b>Winter poetry</b> – exploring use of vocabulary for effect</p> <ul style="list-style-type: none"> <li>- scientific reading – microbiology and animal adaptation</li> <li>- historical reading – World War II</li> <li>-</li> </ul>	<p><b>Reading Opportunities:</b>  <b>Core Text: Mouse, Bird, Snake, Wolf</b>                      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"> <li>- scientific reading – the human eye</li> <li>- geographical reading – UK and the Mediterranean</li> </ul>	<p><b>Reading Opportunities:</b>  <b>Core Text: Way Home</b>                      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"> <li>- scientific reading – the circulatory system</li> <li>- historical reading – Early Islamic civilization</li> </ul>
<p><b>During shared reading and guided reading:</b></p> <ul style="list-style-type: none"> <li>- encouragement of reading for pleasure</li> <li>- apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words</li> <li>- listen to, read and discuss a wide range of books and writing</li> <li>- develop fluency, use of expression and stamina</li> <li>- discuss themes and conventions</li> <li>- develop comprehension skills – check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language and its impact on the reader</li> <li>- develop empathy by understanding feelings and actions of characters</li> <li>- distinguish between fact and opinion statements</li> <li>- Retrieve, record and present information from non-fiction texts</li> </ul> <p><b>Other Reading Opportunities</b></p> <ul style="list-style-type: none"> <li>- independent reading</li> <li>- reading recommendations and book discussions, including presentations and debates; make comparisons within and across books</li> <li>- poetry recital: one child per week</li> <li>- whole class poetry recital: Harvest Assembly, Remembrance Assembly, Spring Assembly, Year 6 Play</li> <li>- library session</li> <li>- ___whole class story</li> </ul>			
	<b>Writing Opportunities</b>	<b>Writing Opportunities</b>	<b>Writing Opportunities</b>

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<p>Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> <li>- letter writing in role – paragraphs and basic punctuation</li> <li>- encyclopaedia entry – non-fiction structure, formal, technical and descriptive language, cohesion (subheadings and adverbials). Create class encyclopaedia – read to class.</li> <li>- historical setting description – air raid shelter. Use conjunctions, adverbs and prepositions to express time and cause. Synonyms/antonyms.</li> <li>- Poetry – choosing appropriate vocabulary &amp; grammatical structures to create effect on reader</li> <li>- scientific writing – using formal and informal language; cohesion (subheadings and adverbials).</li> </ul> <p><b><u>Grammar and Punctuation:</u></b></p> <ul style="list-style-type: none"> <li>- Nouns &amp; verbs - revision &amp; identifying in sentences</li> <li>- Adjectives &amp; adverbs - revision &amp; identifying in sentences</li> <li>- Subject &amp; object</li> <li>- Determiners</li> <li>- Prepositions</li> <li>- Pronouns</li> <li>- Coordinating conjunctions</li> <li>- Subordinating conjunctions</li> <li>- Punctuation of direct speech</li> <li>- Hyphens</li> <li>- Capital letters - when to use them &amp; when not to use them</li> <li>- Apostrophes</li> </ul> <p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"> <li>- 'ie' or 'ei'</li> <li>- common prefixes and common suffixes</li> <li>- apostrophes</li> <li>- 'y' to 'ies'</li> <li>- ance/ant/ancy</li> <li>- ence/ent/ency</li> <li>- hyphens</li> <li>- statutory Year 6 words</li> <li>- word families based on common words</li> </ul> <p><b><u>Handwriting:</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> <li>- descriptive writing – using figurative language and varying sentence structure. Expanded noun phrases and adverbial phrases. Ellipsis for cohesion. Share with class.</li> <li>- scientific explanation text – formal and impersonal language; use of bullet points. Share with Year 5 pupils and send to scientist.</li> <li>- narrative – describing settings and characters; creating atmosphere. Ellipsis and repetition for cohesion.</li> </ul> <p><b><u>Grammar and punctuation:</u></b></p> <ul style="list-style-type: none"> <li>- Commas - in lists &amp; for clarity</li> <li>- Avoiding comma splices</li> <li>- Semicolons and colons in lists</li> <li>- Semicolons, colons and dashes to separate clauses</li> <li>- Active and passive</li> <li>- Formal &amp; informal, personal &amp; impersonal</li> <li>- Subjunctive mood</li> <li>- Statement, question, exclamation, command</li> <li>- Simple and compound sentences</li> <li>- Complex sentences</li> </ul> <p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"> <li>- silent letters</li> <li>- homophones</li> <li>- words ending in '-fer'</li> <li>- commonly confused words</li> <li>- words with 'ough'</li> <li>- changing suffixes</li> <li>- statutory Year 6 words</li> <li>- word families based on common words</li> </ul> <p><b><u>Handwriting:</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Increase legibility, consistency and quality of handwriting.</li> </ul>	<p>Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> <li>- journalistic writing – use of passive voice, combination of all writing skills. Create class newspaper.</li> <li>- leaflet writing – combination of all writing skills. Share with Year 5 children.</li> <li>- Scientific explanation text - how the heart works. Share with Year 5.</li> </ul> <p><b><u>Grammar and punctuation:</u></b></p> <ul style="list-style-type: none"> <li>- Noun phrases</li> <li>- Adverbial phrases</li> <li>- Tenses - present perfect &amp; past perfect</li> <li>- Tenses - present progressive &amp; past progressive</li> <li>- Modal verbs</li> <li>- Synonyms and antonyms</li> </ul> <p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"> <li>- statutory Year 6 words</li> <li>- revision of KS2 spelling patterns</li> <li>- word families based on common words</li> </ul> <p><b><u>Handwriting:</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Increase legibility, consistency and quality of handwriting.</li> </ul>
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	- Increase legibility, consistency and quality of handwriting.		
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## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<b>Maths</b>	<p><b><u>Number and Place Value (2)</u></b></p> <ul style="list-style-type: none"> <li>- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>- round any whole number to a required degree of accuracy</li> <li>- use negative numbers in context, and calculate intervals across zero</li> <li>- solve number and practical problems that involve all of the above.</li> </ul> <p><b><u>Four Operations (5)</u></b></p> <ul style="list-style-type: none"> <li>- addition, subtraction, multiplication and division</li> <li>- identify common factors, common multiples and prime numbers (including squares and cubes)</li> <li>- order of operations</li> <li>- multistep problems</li> </ul>	<p><b><u>Fractions (4)</u></b></p> <ul style="list-style-type: none"> <li>- use common factors to simplify fractions</li> <li>- compare and order fractions</li> <li>- add and subtract fractions</li> <li>- multiply simple pairs of proper fractions</li> <li>- divide proper fractions by whole numbers</li> <li>- associate a fraction with division and calculate decimal fraction equivalents</li> </ul> <p><b><u>Measurement (2)</u></b></p> <ul style="list-style-type: none"> <li>- solve problems involving the calculation and conversion of units of measure</li> <li>- use, read, write and convert between standard units</li> <li>- convert between miles and kilometres</li> <li>- recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>- recognise when it is possible to use formulae for area and volume of shapes</li> <li>- calculate the area of parallelograms and triangles</li> <li>- calculate, estimate and compare volume of cubes and cuboids using standard units</li> </ul>	<p><b><u>Ratio (2)</u></b></p> <ul style="list-style-type: none"> <li>- solve problems involving the relative sizes of two quantities</li> <li>- solve problems involving the calculation of percentages</li> <li>- solve problems involving similar shapes (scale factor)</li> <li>- solve problems involving unequal sharing and grouping</li> </ul> <p><b><u>Decimals (2)</u></b></p> <ul style="list-style-type: none"> <li>- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000</li> <li>- multiply and divide decimals</li> </ul> <p><b><u>Fractions, decimals and percentages (2)</u></b></p> <ul style="list-style-type: none"> <li>- equivalence between fractions, decimals and percentages</li> </ul>	<p><b><u>Area, perimeter and volume (2)</u></b></p> <ul style="list-style-type: none"> <li>- identifying formulae for calculating area, perimeter and volume</li> <li>- understanding shapes with same area can have different perimeters and vice versa</li> <li>- calculating areas of triangles and parallelograms</li> </ul> <p><b><u>Statistics (2)</u></b></p> <ul style="list-style-type: none"> <li>- interpret and construct pie charts and line graphs and use these to solve problems</li> <li>- calculate and interpret the mean as an average</li> </ul> <p><b><u>Shape (2)</u></b></p> <ul style="list-style-type: none"> <li>- draw 2-D shapes using given dimensions and angles</li> <li>- recognise, describe and build simple 3-D shapes</li> <li>- compare and classify geometric shapes based on their properties and sizes and find unknown angles</li> </ul>	<p><b><u>Shape (1)</u></b></p> <ul style="list-style-type: none"> <li>- illustrate and name parts of circles</li> <li>- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul> <p><b><u>Position and direction (1)</u></b></p> <ul style="list-style-type: none"> <li>- describe positions on the full coordinate grid</li> <li>- draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul> <p><b><u>Algebra (2)</u></b></p> <ul style="list-style-type: none"> <li>- use simple formulae</li> <li>- generate and describe linear number sequences</li> <li>- express missing number problems algebraically</li> <li>- find pairs of numbers that satisfy an equation with two unknowns</li> <li>- enumerate possibilities of combinations of two variables</li> </ul> <p><b><u>Revision</u></b></p> <ul style="list-style-type: none"> <li>- revision of all KS2 maths skills</li> </ul>	<p><b><u>Revision</u></b></p> <p>revision of all KS2 maths skills</p> <p><b><u>Using Mathematical Knowledge and Skills in the Real World</u></b></p> <p><b><u>Entrepreneurial project</u></b></p>
<b>Science</b>	<p><b><u>Living things and their habitats</u></b></p> <p><b><u>Knowledge:</u></b> describe how living things are classified into broad groups according to</p>	<p><b><u>Evolution and inheritance</u></b></p> <p><b><u>Knowledge:</u></b> recognise that living things have changed over time &amp; that fossils provide information about</p>	<p><b><u>Light</u></b></p> <p><b><u>Knowledge:</u></b> recognise that light appears to travel in straight lines. Use this idea to explain that objects are seen</p>	<p><b><u>Electricity</u></b></p> <p><b><u>Knowledge:</u></b> associate the brightness of a lamp or the volume of a buzzer with the number &amp; voltage of cells</p>	<p><b><u>Animals, including humans</u></b></p> <p><b><u>Knowledge:</u></b> identify and name the main parts of the human circulatory system, and describe the functions of</p>	<p><b><u>Animals, including humans</u></b></p> <p><b><u>Knowledge:</u></b> describe the ways in which nutrients and water are transported within animals, including humans.</p>

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	<p>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 communicate their findings to others. Compare and evaluate the classification systems of Aristotle &amp; 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 &amp; record mould growth on bread over time. Use the MRS GREN test to decide whether different objects are living or non-living. Research &amp; 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>living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary &amp; are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways &amp; that adaptation may lead to evolution.</p> <p><u>Skills:</u> use primary &amp; secondary sources to research adaptations. Identify characteristics that make an organism suited to its habitat. Use models to demonstrate inheritance &amp; natural selection. Compare &amp; evaluate theories of Ancient Greeks, Wallace &amp; Darwin. Identify evidence which supports/refutes theory of evolution. Use Venn diagram to sort characteristics caused by genes &amp; 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 &amp; present their findings in a poster. Home learning: design a fantasy adapted animal &amp; explain how it is suited to its habitat.</p>	<p>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 &amp; then to our eyes.</p> <p><u>Skills:</u> explain how evidence from enquiries shows that light travels in straight lines. Predict &amp; explain with diagrams or models how the path of light rays can be directed by reflection to be seen. Measure angles of incidence &amp; reflection accurately, record this data in a diagram &amp; table, &amp; 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 &amp; reflection. Learn about Newton's theory of colour.</p>	<p>used in the circuit. Compare &amp; give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers &amp; 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 &amp; off. Change cells &amp; components in a circuit to achieve a specific effect. Communicate structures of circuits using circuit diagrams with recognised symbols. Devise &amp; carry out a fair test on resistance &amp; draw a conclusion from their results. Predict results &amp; answer questions by drawing on evidence gathered. Use knowledge of conductors &amp; insulators to design, build &amp; 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 &amp; make their own switch (link to DT). Build circuits with different numbers of cells, bulbs &amp; 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>the heart, blood vessels and blood.</p> <p><u>Skills:</u> communicate their understanding of the circulatory system in writing &amp; with a labelled diagram. Devise &amp; carry out a fair test to discover the link between pulse rates &amp; activity. Measure results accurately, record them in a graph &amp; 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, oxygenated/deoxygenated blood</p> <p><u>Key activities/events:</u> fair test to examine link between pulse rate &amp; activity. Heart dissection.</p>	<p>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 positive/negative impact on health.</p>
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<p><b>Art &amp; DT</b></p>	<p><b><u>Art - Mark Rothko and colour theory</u></b> Pupils are encouraged to be expressive and analytical so that they are able to adapt, extend and justify their work. They learn how to control and experiment with qualities of colours, tones and tints to create mood and express feelings.</p>	<p><b><u>Art - Pottery Ammonite</u></b> After close observation in picture form, the pupils create a detailed sketch using a variety of pencils. Then, using tools for texture, they create a 3D representation of an ammonite. This is finished in glass, painted and varnished.</p>	<p><b><u>DT: Celebrating Culture and Seasonality</u></b> The pupils investigate existing dishes then design, make and evaluate their own tomato sauce and fresh pasta. The pupils gain a better understanding of seasonality and provenance and the impact that each has on the environment.</p>	<p><b><u>DT: Electricity</u></b> The pupils design and make an electrical toy using their knowledge of circuits. They explore, design and use electrical switches and circuits in a railway-themed DT project. The pupils develop a design specification that responds to changes in the environment. They develop ideas through discussion, sketches and pictorial representations of electrical circuits. They create a functional product and evaluate and modify its working features.</p>	<p><b><u>DT: Structures</u></b> The pupils create a moving fairground model. They carry out research into user needs and existing products and then develop a design specification. Pupils develop and model innovative ideas, by discussion, prototypes and sketches. They use tools to measure, mark out, cut, shape and join construction materials to make frameworks. The pupils use finishing and decorative technique and evaluate products against the design specification.</p>	<p><b><u>Art: Block Printing</u></b> The pupils use a printing block and cutting tool to produce a print based on Early Islamic Civilization. They organise work in terms of symmetry and create an accurate pattern on a printing block using hand cutting tools and safety block material. The pupils select inks and overlay colours and then print onto paper.</p>
<p><b>Computing</b></p>	<p><b><u>Programming A – variables in games</u></b> -To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To use my design to create a project</p> <p><b><u>E safety</u></b> As part of our ongoing teaching of computing, the children learn about the safe and responsible use of technology, including social media. When appropriate this is taught as part of our PSHE programme.</p>	<p><b><u>Data information – spreadsheets</u></b> -To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data</p>	<p><b><u>Computing Systems and networks – Communication and collaboration</u></b> -To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication</p> <p><b><u>Creating media – web page creation</u></b> -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people</p>	<p><b><u>Creating media – 3D modelling</u></b> -To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model</p>	<p><b><u>Programming B – sensing movement</u></b> -To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device</p>	<p><b><u>Programming B – sensing movement</u></b> Continued from Summer 1</p> <p><b><u>Research Task</u></b> Production of a factual booklet on a chosen subject.</p>

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<b>Foreign Languages (French)</b>	<p><b><u>La Phonétique</u></b> In these four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b><u>As-tu un animal?</u></b> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>	<p><b><u>Au salon de thé</u></b> By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This unit consolidates much of the grammar covered in LKS2 (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p><b><u>Les Habitats</u></b> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This unit encourages slightly more complex and sophisticated writing using a wider range of vocabulary.</p>	<p><b><u>Les Vêtements</u></b> By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This unit brings together much of the grammar covered in UKS2 (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.</p>	<p><b><u>Les Jeux olympiques</u></b> Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn ten Olympic sports and the adjectival changes required when describing athletes.</p>
	<p><b><u>Key Vocabulary</u></b> Knowledge of the following sounds and examples of words where they are used: ch, ou, on, oi, l, in, ique, ille, eau, eaux, é, è, e, qu, gne, ç, an, en</p>	<p><b><u>Key Vocabulary</u></b> un lapin un chien un chat un oiseau un hamster un poisson rouge une tortue une souris J'ai...qui s'appelle...</p>	<p><b><u>Key Vocabulary</u></b> un croque-monsieur un croissant un pain au chocolat un sandwich au fromage un sandwich au jambon une part de quiche une part de gâteau au chocolat une brioche une crêpe une omelette une tartelette une salade Je voudrais...</p>	<p><b><u>Key Vocabulary</u></b> la prairie l'Arctique le désert l'océan la forêt tropicale l'ours blanc le singe araignée le chameau le requin l'eau l'air le soleil la nourriture un abri les buissons les plantes résistantes les grands arbres les cactus les algues Les animaux et les plantes ont besoin de...</p>	<p><b><u>Key Vocabulary</u></b> un maillot de bain un manteau un pull un tee shirt un chemisier un short un pantalon une écharpe une robe une casquette une chemise une cravate une veste une jupe des gants des chaussures des chaussettes des collants des bottes des lunettes des sandales Quand...je porte...</p>	<p><b><u>Key Vocabulary</u></b> Les Jeux Olympiques l'athlétisme le tir à l'arc l'équitation la boxe le cyclisme l'aviron le plongeon l'escrime la natation Je fais de...</p>
<b>History and Geography</b>	<p><b><u>World War II</u></b> <b><u>The Blitz: all we need to know about WWII?</u></b>  We will analyse World War II using a series of enquiry questions to build our historical knowledge and skills.  Enquiry 1: How did the key events of WW2 shift the balance of power between the opposing sides?</p>	<p><b><u>The United Kingdom</u></b> <b>Lesson 1:</b> The UK - Building a picture: Pupils are introduced to the constituent countries of the UK, including an examination of population data/characteristics and the contrast between urban and rural settings. <b>Lesson 2:</b> Topography: Pupils deepen their understanding of UK physical geography through the study</p>	<p><b><u>The Mediterranean</u></b> <b>Lesson 1:</b> Pupils build up a picture of Europe, using a range of maps to start investigating the continent, its principal cities, coastlines, nations, rivers and mountains. <b>Lesson 2:</b> This lesson invites pupils to think critically about what we mean by terms such as 'continent' and 'sea', and to consider how different</p>	<p><b><u>Early Islamic Civilisations</u></b> We will consider the idea that people from other civilisations have contributed to many ideas that impact on us still. We will learn about 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</p>	<p><b><u>Early Islamic Civilisations continued</u></b> 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><b><u>Geographical Skills Module</u></b> 6 key geographical skills and knowledge that children need before transitioning to secondary school.  This unit of work provides the pupils with an opportunity to reflect on the skills and knowledge they have learnt at primary school in a range of settings and activities which will enable them to make an informed and positive start to</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

	<p>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><b>Key vocabulary:</b> Allies, Axis, appeasement, fascism, evacuation, Blitz, colonies, dominions, Empire, Commonwealth.</p>	<p>of topographical features. (mountains, coasts, rivers)  <b>Lesson 3:</b> General human land use: Pupils study how the physical geography impacts on settlements and economic activity.  <b>Lesson 4:</b> Farming case study: Pupils study the influence of farming on the economic prosperity of different parts of the UK.  <b>Lesson 5:</b> Industrial origin of UK settlements. Pupils study why certain industries developed in specific UK geographical locations.  <b>Lesson 6:</b> Cities of contrast: Pupils compare and contrast the historical development of Blackpool and Birmingham.</p> <p><b>Key vocabulary:</b> GB, UK, British Isles, relief, topography, climate, industrial (revolution), agricultural, rural, urban, migration.</p>	<p>places and features fit together.  <b>Lesson 3:</b> Pupils focus on Italian regional geography and the history and unique character of the regions.  <b>Lesson 4:</b> Pupils focus on Bologna and the Bolognese and devise their own enquiry into an aspect of life in the city. This activity encourages reflection on the positives and negatives of life in Bologna, and things that they find interesting about it.</p>	<p>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?</p>		<p>the geographical learning at secondary school.</p>
<p><b>Music</b></p>	<p><b><u>Singing and performing - Harvest</u></b></p> <p><b>Performance opportunity:</b> Harvest Assembly - sing as part of a choir to a wider audience</p> <p><b>Musical genres:</b> Folk (Across the Fields, Simple Gifts) Popular music (Harvest for the World, Leaves that are Green, Autumn Almanac, Let's Harvest)</p> <p><b>Musical skills:</b> Sustain a melody while singing in a four part round (Across the Fields) Sustain a part while singing in 2-part harmony (Simple Gifts,</p>	<p><b><u>Singing and performing - Christmas</u></b></p> <p><b>Performance opportunity:</b> Christmas Carol Concert - sing as part of a choir to a wider audience, in a less familiar venue</p> <p><b>Musical genres:</b> Exact songs still to be chosen but will include songs from Western Classical Tradition (e.g. John Rutter, traditional carols), popular music (e.g. Someday at Christmas) and folk/world music (e.g. Sweet Chiming Bells)</p> <p><b>Musical skills:</b> Sustain a part while singing in 2-part harmony</p>	<p><b><u>Musical notation and performing - Ripples</u></b></p> <p><b>Performance opportunity:</b> Whole class instrumental performance to be recorded and shared with parents</p> <p><b>Musical genres:</b> Western Classical Tradition (Ripples by Lily May)</p> <p><b>Musical skills:</b> Read pitched and unpitched staff notation, using knowledge of a range of note durations (semibreve, minim, crotchet, quaver and their equivalent rests). Perform simple melodies and rhythms on tuned and untuned percussion</p>	<p><b><u>Musical notation and composition - Baroque</u></b></p> <p><b>Performance opportunity:</b> Group composition to perform to rest of class</p> <p><b>Musical genres:</b> Western Classical Tradition - Baroque (Chiacona by Tarquinio Merula)</p> <p><b>Musical skills:</b> Listen to Baroque music and note its features. Read pitched staff notation, using knowledge of a range of note durations (minim, crotchet, quaver and their equivalent rests). Perform a ground bass and melody on tuned percussion instruments, reading from</p>	<p><b><u>Composition and rhythm – Salsa</u></b></p> <p><b>Performance opportunity:</b> Group composition to perform to rest of class</p> <p><b>Musical genres:</b> World music - Salsa</p> <p><b>Musical skills:</b> Listen to salsa music and note its features. Perform salsa rhythms on untuned percussion instruments. Sustain their part while playing as part of a multi-part ensemble. Use knowledge of staff notation to transcribe the salsa rhythms they have learned.</p>	<p><b><u>Singing and performing – Production</u></b></p> <p><b>Performance opportunity:</b> Year 6 production - sing as part of a choir to a wider audience</p> <p><b>Musical genres:</b> Popular music (songs tbc)</p> <p><b>Musical skills:</b> Sing songs that include syncopated rhythms Sing songs that include complex rhythms and cross-phrasing Sing songs with a wider pitch range Observe rhythm, phrasing, accurate pitching and appropriate style</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

	<p>Leaves that are Green, Let's Harvest) Sing songs that include syncopated rhythms (Harvest for the World, Let's Harvest) Sing songs that include complex rhythms and cross-phrasing (Autumn Almanac) Observe rhythm, phrasing, accurate pitching and appropriate style (all songs) Follow directions from a conductor (all songs)</p>	<p>Sing songs that include syncopated rhythms Sing songs that include complex rhythms and cross-phrasing Observe rhythm, phrasing, accurate pitching and appropriate style Use varied dynamics to create effect in a singing performance Follow directions from a conductor</p>	<p>instruments, reading from staff notation. Sustain a part when performing as part of a multi-part ensemble. Play pitched and unpitched percussion instruments confidently, using a range of dynamics.</p>	<p>staff notation and sustaining their part when playing together. Improvise decorative motifs over a ground bass and melody and perform these together. Create own composition by combining different musical ideas from the ground bass, melody &amp; improvisations.</p>	<p>Create and perform a group composition by combining salsa rhythms in different ways.</p>	<p>Follow directions from a conductor</p>
<p><b>PE</b></p>	<p><b><u>Gymnastics 1</u></b></p> <ul style="list-style-type: none"> <li>● Perform a handstand</li> <li>● Perform a cartwheel; starting and landing in different ways</li> <li>● Understand techniques of a one handed cartwheel</li> <li>● Link roll and cartwheel together</li> <li>● Perform a range of cartwheels</li> <li>● Incorporate a cartwheel into a movement sequence</li> </ul> <p><b><u>Tag rugby</u></b></p> <ul style="list-style-type: none"> <li>● Demonstrate evasive skills to beat a defender.</li> <li>● Demonstrate accurate lateral passing techniques when under pressure</li> <li>● Demonstrate accurate catching techniques when static, moving and under pressure</li> <li>● Break through a defence by moving and passing the ball</li> <li>● Retain the ball and create scoring opportunities</li> </ul>	<p><b><u>Gymnastics 2</u></b></p> <ul style="list-style-type: none"> <li>● Perform a range of shape jumps when dismounting the vault</li> <li>● Mount the vault using the correct techniques</li> <li>● Travel at different levels and incline</li> <li>● Perform a squat on vault</li> <li>● Perform the straddle on vault</li> <li>● Perform a vault with linking movements</li> <li>●</li> </ul> <p><b><u>Football!</u></b></p> <ul style="list-style-type: none"> <li>● Work effectively in small teams to practice defending and attacking principles of play</li> <li>● Understand tactics of transition between defence to attack</li> <li>● Apply tactics required for attacking and defending a target and in a game situation</li> </ul>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>● Communicate through dance</li> <li>● Link movements to form a sequence showing expression</li> <li>● Link narrative/ storyline to a dance</li> <li>● Perform a dance sequence</li> </ul> <p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>● Use the correct passing technique</li> <li>● Shoot with correct technique</li> <li>● Apply footwork rule</li> <li>● Work effectively as an attacking unit</li> <li>● Man mark effectively</li> <li>● Know high 5 rules and positions and play by them</li> </ul>	<p><b><u>OAA</u></b></p> <ul style="list-style-type: none"> <li>● set trails for others to follow</li> <li>● use 8 points of the compass</li> <li>● understand different roles and adapt them if they do not work</li> <li>● plan strategies to solve problems and then implement/refine them</li> </ul> <p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>● Use pivoting and 'triple threat' position when in possession of the ball</li> <li>● Dribble with both hands to beat a defender</li> <li>● Use a variety of passes</li> <li>● Shoot a ball at a target</li> <li>● Work as a team to employ attacking and defending tactics in a game</li> </ul>	<p><b><u>Tennis</u></b></p> <ul style="list-style-type: none"> <li>● Maintain a rally with forehand and backhand strokes</li> <li>● Use the volley shot as a part of attacking</li> <li>● Strike the ball using over-arm serving technique</li> <li>● Use attacking and defending tactics to win points</li> <li>● Apply tactics in a competitive situation</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>● Use control, balance and speed in competition</li> <li>● Send and receive with speed and precision</li> <li>● Throw for distance using the push technique</li> <li>● Understand and apply agility in a competitive context</li> <li>● Execute three different jumps</li> <li>● Apply techniques in a competition</li> </ul> <p><b><u>Swimming</u></b></p>	<p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>● Throw accurately at a target and catch consistently</li> <li>● Strike a bowled ball</li> <li>● Bowl accurately</li> <li>● Understand role of back stop</li> <li>● Use batting tactics</li> <li>● Use batting, bowling and fielding skills in a match</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>● Use different pick up techniques</li> <li>● Play different shots</li> <li>● Bowl a ball over-arm</li> <li>● Use correct feet and hand movement when wicket-keeping</li> <li>● Implement bowling and batting tactics</li> <li>● Use appropriate techniques in a game</li> </ul>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

	<ul style="list-style-type: none"><li>• Demonstrate four core skills of tag rugby</li></ul>					
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## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<p><b>Relationships RSE and Health Education</b></p> <p>(links to science, computing, PE and our Sheen Mount Living Values)</p>	<p><b><u>Cooperation – Living Value</u></b> 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.</p>	<p><b><u>Love – Living Value</u></b> 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.</p>	<p><b><u>Respect – Living Value</u></b> 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.'</p>	<p><b><u>Simplicity – Living Value</u></b> 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.</p>	<p><b><u>Happiness – Living Value</u></b> 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.</p>	<p><b><u>Tolerance – Living Value</u></b> 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?</p>
	<p><b><u>Unity – Living Value</u></b> 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.</p>	<p><b><u>Peace – Living Value</u></b> 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.</p>	<p><b><u>Responsibility – Living Value</u></b> 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.</p>	<p><b><u>Humility– Living Value</u></b> 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.</p>	<p><b><u>Honesty – Living Value</u></b> 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'.</p>	<p><b><u>Freedom – Living Value</u></b> 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.</p>
<p><b>Relationships education not covered in other parts of the curriculum (throughout year)</b></p>	<p>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.</p>	<p>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'.</p>	<p>Recognise and challenge stereotypes, bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>Bikeability &amp; Junior Citizen during the Spring Term will allow the children to:</p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• learn concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>Critically examine content of social media and understand 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.</p>	<p>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.</p>	<p>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.</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

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|  |  | <ul style="list-style-type: none"> <li>• know strategies for keeping physically and emotionally safe including road safety, and safety in the environment.</li> </ul> |  |  |  |
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**The topics below are covered in Year 5 but reinforced as and when required throughout out the course of Year 6.**

- Learn about the responsible use of mobile phones: safekeeping and safe user habits.
- 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.
- Learn about change, including transitions, loss, separation, divorce and bereavement.
- 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).
- 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.