

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

Subject	Autumn Term	Spring Term	Summer Term		
<b>English</b>	<p><b>Core Texts:</b>  <b>Letters from the Lighthouse by Emma Carroll</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.</p> <p>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.</p> <p><b>Holes by Louis Sachar</b></p> <p>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.</p> <p>The text allows the children to explore plot twists, analyse characters' personalities and actions and discuss a variety of thought-provoking themes.</p>		<p><b>Core Text:</b>  <b>Mouse, Bird, Snake, Wolf by David Almond</b>                      The imagination of three children takes on unexpected life in this creation tale. The graphic novel is a powerful and thought-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>		<p><b>Core Text / stimulus:</b>                      Non-fiction texts - real life current events</p> <p><b>Film - Ron's Gone Wrong</b></p>
	<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>- <b>Letter / diary writing</b> in role</li> <li>- <b>Historical setting description</b> (air raid shelter)</li> <li>- <b>Encyclopaedia entry</b> (yellow-spotted lizard)</li> <li>- <b>Dialogue</b> to convey character</li> <li>- <b>Poetry</b></li> </ul>		<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>- <b>Descriptive writing</b> (figurative language)</li> <li>- <b>Narrative writing</b> (dialogue to advance the action)</li> <li>- <b>Persuasive writing</b> (leaflet)</li> <li>- <b>Journalistic writing</b></li> </ul>		<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>- <b>Scientific explanation text</b> (How the heart works)</li> <li>- <b>Non-chronological report</b> (PGL)</li> <li>- <b>Narrative writing</b> (Ron's Gone Wrong)</li> </ul>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<p><b>Spelling:</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>Spelling:</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>Spelling:</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>New Grammar Learning</u></b></p> <ul style="list-style-type: none"> <li>• Use <b>cohesive devices</b>: reference; substitution and ellipsis; connectives and lexical cohesion</li> <li>• Use cohesive devices to link ideas across paragraphs (e.g. repetition of a word or phrase, grammatical connections such as adverbials, and ellipses.)</li> <li>• Correct use of <b>formal</b> and <b>informal</b> speech and writing techniques: <b>subjunctive form</b>, etc.</li> <li>• <b>Active</b> and <b>passive</b> voice to change the <b>subject</b> and <b>object</b> of a sentence. Explore impact.</li> <li>• Vocabulary used in informal speech and vocabulary appropriate for formal speech and writing [devise-make]</li> <li>• Consolidation teaching of different layout features of a text: <b>columns</b> for articles, <b>headings, subheadings</b> and <b>tables</b>, etc.</li> </ul>		<p><b><u>New Punctuation Learning</u></b></p> <ul style="list-style-type: none"> <li>• Use of a <b>colon</b> after a main clause and a <b>semicolon</b> between main clauses. Not to be taught concurrently with alternative colon/semi-colon use.</li> <li>• Use of <b>hyphens</b> to avoid ambiguity; man eating shark or man-eating shark</li> <li>• Use of a <b>colon</b> to introduce a list and <b>semicolons</b> within (complex) list</li> <li>• Correct rules of <b>bullet points</b> to list information</li> </ul>
<p><b><u>Handwriting:</u></b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters. Increase legibility, consistency and quality of handwriting.</p>		
<p><b><u>Reading opportunities:</u></b></p> <p>Reading skills are taught through reading <b>VIPERS (vocabulary, infer, predict, explain, retrieve, summarise / sequence)</b></p> <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>• whole class poetry recital: Harvest Assembly, Remembrance Assembly, Spring Assembly, Year 6 Play</li> </ul>		

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

- library sessions
- whole class story

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

Maths	<u>Number and Place Value</u>	<u>Fractions</u>	<u>Fractions, decimals and percentages</u>	<u>Area, perimeter and volume</u>	<u>Algebra</u>	<u>Revision</u>
	<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</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>- multi-step problems</li> </ul>	<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>Decimals</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>Measurement</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>	<ul style="list-style-type: none"> <li>- equivalence between fractions, decimals and percentages</li> </ul> <p><b><u>Shape</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</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>	<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>Position and direction</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>Statistics</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>Ratio</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>	<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>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>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<b>Science</b>	<p><b><u>Living things and their habitats</u></b>  <b>Knowledge:</b> 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><b>Skills:</b> 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><b>Vocabulary:</b> as for Y4 + bacterium/ bacteria, invertebrate, kingdom, microorganism, MRS GREN, organism, protist, virus</p> <p><b>Key activities/events:</b> Science Dome visit – looking at microorganisms.. Sort organisms into 5 kingdoms and justify choices. Observe &amp; record mould growth on bread. Use the MRS GREN test to decide whether different objects are living or non-living. Research &amp; classify invertebrates). Home learning: research a microbiologist and present their findings (link to English).</p>	<p><b><u>Evolution and inheritance</u></b>  <b>Knowledge:</b> recognise that living things have changed over time &amp; 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 &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><b>Skills:</b> 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><b>Vocabulary:</b> adaptation, evolution, inheritance, natural selection, offspring, reproduction, species, variation</p> <p><b>Key activities/events:</b> trip to Kew Gardens – focus on plant evolution. Model inheritance using 'reebops'. Model natural selection using drama. Learn about work of Mary Anning and recreate a prehistoric animal using fossil evidence. Research animal adaptations &amp; present their findings in a poster. .</p>	<p><b><u>Electricity</u></b>  <b>Knowledge:</b> associate the brightness of a lamp or the volume of a buzzer with the number &amp; voltage of cells 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><b>Skills:</b> 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><b>Vocabulary:</b> as for Y4 + circuit diagram, circuit symbol, voltage, resistance</p> <p><b>Key activities/events:</b> 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><b><u>Light</u></b>  <b>Knowledge:</b> 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 &amp; then to our eyes.</p> <p><b>Skills:</b> 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><b>Vocabulary:</b> as for Y3 + ray, refraction, spectrum, angle of incidence/reflection, cornea, iris, pupil, lens, retina, sclera, optic nerve</p> <p><b>Key activities/events:</b> 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><b><u>Animals, including humans</u></b>  <b>Knowledge:</b> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p><b>Skills:</b> 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><b>Vocabulary:</b> heart, pulse, rate, blood, blood vessels, lungs, oxygen, nutrients, water, muscles, circulatory system, vein, artery, capillary, oxygenated/deoxygenated blood</p> <p><b>Key activities/events:</b> fair test to examine link between pulse rate &amp; activity. Heart dissection.</p>	<p><b><u>Animals, including humans</u></b>  <b>Knowledge:</b> 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><b>Skills:</b> 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><b>Vocabulary:</b> nutrients, water, muscles, diet, exercise, drugs, lifestyle</p> <p><b>Key activities/events:</b> create a poster demonstrating lifestyle choices which can have a positive/negative impact on health.</p>
----------------	--	--	--	--	---	---

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<b>Art &amp; DT</b>	<p><b><u>Art - Drawing</u></b>  <b><u>Making my Voice Heard</u></b>                  The children focus on developing their skills in using different art styles, exploring drawing with different media, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. Children form their own opinions about art and artists, understand the impact of techniques, and convey messages through their artwork.</p>	<p><b><u>Art -Artist Study - David Hockney</u></b>                  Children look at a range of David Hockney's landscapes and focus on:</p> <ul style="list-style-type: none"> <li>• texture</li> <li>• vanishing points</li> <li>• colour mixing</li> <li>• tints, tones and shades</li> <li>• watercolour washes</li> <li>• thickened acrylic paint</li> </ul> <p>These skills will be used to create a collaborative landscape final piece as a whole class.</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: Sculpture</u></b>                  The pupils will use found materials to construct an object that expresses themselves in a literal or symbolic way and represents memories through imagery, shape and colour.</p>
<b>Computing</b>	<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>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>Computing Systems and networks – Communication and collaboration</u></b>                  -To explain the importance of internet addresses                  -To recognise how data is transferred across 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.</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>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<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>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<b>History and Geography</b>	<p><b>World War II</b>  <b>How did World War II affect people's lives?</b>                  We will study World War II using a series of enquiry questions to build our historical knowledge and skills.  <b>Enquiry 1:</b> Introduction to WWII  <b>Enquiry 2:</b> Evacuee experiences in Britain: is this all we need to know about children in World War II?  <b>Enquiry 3:</b> New opportunities? How significant was the impact of World War II on women?  <b>Enquiry 4:</b> World War II: whose war? What role did the armed forces from British colonies play?  <b>Enquiry 5:</b> What did men do in World War II? Did all men have to fight?  <b>Enquiry 6:</b> What was the impact of World War II on our locality?</p> <p><b>Key vocabulary:</b> Allies, Axis, appeasement, fascism, evacuation, Blitz, colonies, dominions, Empire, Commonwealth.</p>	<p><b>The United Kingdom</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 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><b>The Mediterranean</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 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><b>Ancient Civilizations</b>  <b>Enquiry 1:</b> What are the features of a civilizations?  <b>Enquiry 2:</b> Where do Ancient Civilizations fit chronologically within our existing knowledge?.  <b>Enquiry 3:</b> How significant were Ancient Civilizations? What were their greatest achievements?  <b>Enquiry 4:</b> How do the Ancient Civilizations compare to each other?</p>	<p><b>Early Islamic Civilization</b>                  We will consider the idea that people from other civilizations 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.</p> <p><b>Enquiry 1 and 2:</b> Where does Early Islamic history fit chronologically within our existing knowledge?  <b>Enquiry 3:</b> What was Baghdad like as a city?  <b>Enquiry 4:</b> How did the Silk Road impact Baghdad?  <b>Enquiry 5:</b> Why was Baghdad significant?  <b>Enquiry 6:</b> How different was London to Baghdad c.900AD?</p>	<p><b>Geographical Skills Module</b>                  6 key geographical skills and knowledge that children need before transitioning to secondary school.</p> <p>Pupils have the 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 the geographical learning at secondary school.</p>
------------------------------	--	---	---	---	---	---

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<b>Music</b>	<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, 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><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 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><b><u>Composition and rhythm – Ame sau vala tara bal</u></b></p> <p><b>Performance opportunity:</b> Group composition to perform to rest of class</p> <p><b>Musical genres:</b> variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical</p> <p><b>Musical skills:</b> Create a rhythmic piece for drums and percussion instruments. Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>	<p><b><u>Musical notation and performing - Calypso solèy levé</u></b></p> <p><b>Performance opportunity:</b> Whole class performance of calypso piece</p> <p><b>Musical genres:</b> Calypso</p> <p><b>Musical skills:</b> Hold beaters and instruments correctly, achieving a good tone from the instruments. Play the calypso clave rhythm on a hand drum using both hands. Improvise melodic phrases in Section C using G major pentatonic (G-A-B-D-E). Play the 'break' ('Carnival! Hey! Calypso go!') rhythm in tight unison. Be able to play two or more tuned parts in a whole-class performance of Calypso solèy levé.</p>	<p><b><u>Musical notation and performing - Calypso solèy levé (continued)</u></b></p> <p style="text-align: center;"><b>See spring 2</b></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 Follow directions from a conductor</p>
--------------	---	---	--	---	--	--

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<b>PE</b>	<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</li> <li>• Demonstrate accurate catching techniques when static, moving and under pressure</li> <li>• Break through defence by moving/ passing the ball.</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> </ul> <p><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>• Work effectively in small teams to practise 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/ 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

<b>RE</b>	<p><b><u>Why does religion look different around the world?</u></b></p> <p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>• Comparison of the similarities and differences between the Abrahamic religions.</li> <li>• Examination of why different worldviews may have interpreted similar origins differently.</li> <li>• Consideration of how geography and culture can affect religious traditions.</li> <li>• Explanation of why people may choose to wear headwear or hair coverings to support their belief.</li> </ul> <p><b>Key vocabulary</b> Abrahamic religions, covenant, descendants, hijab, Israelites, kippah, melacha, monotheism, omnibenevolent, omnipotent, omnipresent, omniscient, Tenak, Torah</p>	<p><b><u>Why does religion look different around the world?</u></b></p> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>• Identify why beliefs vary across a country such as India.</li> <li>• Recognise ways in which Hindu worship is influenced by geography, history and culture.</li> <li>• Identify differences within stories related to Diwali.</li> <li>• Explain why there are different artistic representations of Buddha.</li> <li>• Understand some reasons why there are different Buddhist teaching and practices.</li> </ul> <p><b>Key Vocabulary</b> Deities, diversity, Diwali, Dharmic religions, Jain</p>	<p><b><u>Why is it better to be there in person?</u></b></p> <ul style="list-style-type: none"> <li>• Explore the factors that can shape someone's experience of a religious or non-religious event.</li> <li>• Understand the significance of places for some Jewish and non-Jewish people.</li> <li>• Evaluate the rules around attending significant places.</li> <li>• Consider the challenges that many Muslims may face when travelling to Makkah.</li> <li>• Understand the significance of attending a non-religious event as a Humanist.</li> </ul> <p><b>Key Vocabulary</b> Hajj, secular</p>	<p><b><u>Why is there suffering?</u></b></p> <p>Explain some causes of suffering by exploring scripture and experience.</p> <ul style="list-style-type: none"> <li>• Understand the concept of free will through exploring scripture.</li> <li>• Investigate beliefs about human wrongdoing through religious perspectives.</li> <li>• Explore beliefs about suffering and goodness through scripture and personal responses.</li> <li>• Explore different beliefs about God's role in suffering.</li> <li>• Examine how teachings about Jesus affect responses to suffering.</li> </ul> <p><b>Key vocabulary</b> Blessings, conscience, contradictory, controversial, crucifixion, evil, free will, Genesis, prayer, resurrection, Satan, suffering, temptation</p>	<p><b><u>Why is there suffering (part 2)?</u></b></p> <ul style="list-style-type: none"> <li>• Consider how people's beliefs influence their response to suffering</li> <li>• Interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami.</li> <li>• Explore how the Four Noble Truths can help some Buddhists respond to suffering.</li> <li>• Recognise how the belief in Hukam can help some people in difficult times.</li> </ul> <p><b>Key Vocabulary</b> Angra mainyu, spenta mainyu, yin and yang, dukkha, four noble truths, magga, margas, nirodha, sukha</p>	<p><b><u>What place does religion have in our world today?</u></b></p> <ul style="list-style-type: none"> <li>• Express a personal worldview through art.</li> <li>• Interpret the religious make-up of the UK by examining census data.</li> <li>• Compare the use of places of worship locally and elsewhere in the UK.</li> <li>• Investigate the spread of religion across the world using maps and data.</li> <li>• Discuss the importance of freedom of religion and belief by analysing different scenarios.</li> <li>• Explain the importance of learning about religions and worldviews through real-life examples</li> </ul> <p><b>Key Vocabulary</b> census, discriminate, diversity, protected characteristics, religious, secular</p>
-----------	---	--	---	--	---	--

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

<b>PSHE</b>	<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>Safety and the changing body</b></p> <p><b>Lesson 1 &amp; 2</b></p> <p>Learning about: the reliability of online information,</p> <p><b>Family and relationships</b></p> <p>Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone</p>	<p><b>Health and wellbeing</b></p> <p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>	<p><b>Economic wellbeing</b></p> <p>Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.</p> <p>Bikeability &amp; Junior Citizen during the Spring Term will allow the children to stay safe when cycling on roads and equip them with basic skills and knowledge to keep them safe as they gain greater</p>	<p><b>Citizenship</b></p> <p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>	<p><b>Safety and the changing body</b></p> <p><b>Lessons 3-6</b></p> <p>Learning about: the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p>	<p><b>Identity</b></p> <p>Two lessons on the theme of personal identity and body image.</p> <p><b>Transition lesson: Dealing with change</b></p> <p>Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 6

	deserves to be respected and about grief.		independence moving to secondary school. :		
<p><b>The topics below are covered in Year 5 but reinforced as and when required throughout out the course of Year 6.</b></p> <ul style="list-style-type: none"> <li>● Learn about the responsible use of mobile phones: safekeeping and safe user habits.</li> <li>● 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.</li> <li>● Learn about change, including transitions, loss, separation, divorce and bereavement.</li> <li>● 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.</li> <li>● 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).</li> <li>● 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.</li> </ul>					