



All Saints Church School Curriculum Map

YEAR 6	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p style="text-align: center;">Run to the shelter</p> 		<p style="text-align: center;">Buried Treasure</p> 		<p style="text-align: center;">Born to be wild</p> 	
Educational Visits / Visitors/ enrichment	<p style="text-align: center;">Nothe Fort trip The Grandad of the Laidlers Mrs Holt's story</p>		<p style="text-align: center;">COURT TRIAL AS AN ADDITIONAL</p>		<p style="text-align: center;">Glastonbury</p>	
History including STEAM ideas to promote learning	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center;">Where was the safest place to live during WW2?</p> <p style="text-align: center;">How did the West Country support the war effort?</p> <p style="text-align: center;">Which 4 objects portray what life was like in WW2?</p> <p style="text-align: center;">How can we ensure the memories of WW2 are never forgotten?</p> <p style="text-align: center;">Why was Britain at war with Germany?</p> <p style="text-align: center;">What was it like to be a child during WW2</p> <p style="text-align: center;">Why was the Battle of Britain so important and how did the</p>		<p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.</p> <p style="text-align: center;">Was mummification the best form of preservation? Pompeii</p> <p style="text-align: center;">https://www.history.org.uk/primary/categories/315/module/7814/before-1066-all-that-transition-between-ks2-</p> <p style="text-align: center;">Outdoor Learning focus linked with History; being archaeologists / excavating</p> <p>Ancient Egyptian timeline Family tree of Egyptian gods Pharaohs Mummification Symbols and hieroglyphics Pyramids</p> <p style="text-align: center;"><i>To retrieve, record and present information from non-fiction texts.</i></p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center;">Were the sixties really swinging?</p> <p>Rock n' roll, Beatlemania, punk rock, Live Aid and much more! Pupils will: Evaluate the role and significance of individuals in history Michael Eavis, Key 60s figures eg Mary Quant, Neil Armstrong, Beatles (independent choice to research</p> <p style="text-align: center;">Compare and contrast past and present trends and fashions. Investigate causes and consequences of events. Develop reasoning skills and the ability to make inferences and deductions</p>	

	<p>use of RADAR help in its victory?</p> <p><i>To retrieve, record and present information from non-fiction texts.</i></p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>	<p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>	<p>(link to IT and presentation)</p>
<p>Science including STEAM ideas to promote learning (including some DT skills)</p>	<p>Light – recognise it travels in straight lines explain how objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects which cast them.</p> <p>Periscopes</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variation in how components function,</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>

	<p>including the brightness of bulbs, the loudness of buzzers and the on / off position of the switches.</p> <p>Outdoor Learning focus linked with Science; creating morse code messages (with light and sound)</p> <p>Outdoor Learning focus linked with Science; Land girls and Dig for Victory / Darwin's Plant Detetctives pack (HD's – The Great Plant Hunt) and Edible garden project</p>		
<p>DT including STEAM ideas to promote learning</p>	<p>Use sheet materials and construction tools with appropriate supervision</p> <p>Anderson shelters –</p> <p>Outdoor Learning focus linked with DT; Anderson shelters / woodwork – spitfire aeroplanes / parachutes</p>	<p>Cut, mix, mould and use appropriate equipment to heat food, developing independence with this as appropriate.</p>	<p>Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products</p>
<p>Geography including STEAM ideas to promote learning</p>	<p>Use maps, atlases and digital / computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of longitude and latitude in depth.</p> <p>Use map skills with UK and Non UK countries.</p>	<p>Describe and understand key aspects of physical geography including volcanoes and earthquakes looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy</p> <p>Outdoor Learning focus linked with Geography; harnessing solar, water and wind energy – solar kettle, water wheels and windmills</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including</p>

			<p>coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time</p> <p>Outdoor Learning focus linked with Geography; creating 3D maps outside</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
<p>Outdoor learning (put in topic related boxes – pull from HD plans) This will not be a separate box - I thought I might make the text green where outdoor learning was involved specifically)</p>	<p>The lost Soldier grid reference Building an evacuation shelter Rationing link – grow vegetables – carrots Carrot soup on the fire pit – sing war songs (if permitted) Cook bread rolls in pizza oven ??sculpture</p>		
<p>English genres and some</p>	<p>Run rabbit run The Tunnel Good Mr Tom An elephant in the garden Michael Morpurgo</p>	<p>Newspaper re trial To know the difference in informal and formal language</p> <p>Persuasive writing -</p>	<p>Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should</p>

<p>suggested texts</p>	<p>Code Breakers Letters for the lighthouse Emma Carroll Carries War The boy in the striped pyjamas Narrative focus on setting and characters - To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>To describe settings, characters and atmosphere in more detail within narratives, integrating dialogue to convey character and advance action</p> <p>Letters - To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms To know the difference in informal and formal language</p> <p>Diaries Poetry To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> <p><i>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with</i></p>	<p>Narrative with a focus on a losing tale (in the tomb)</p> <p>Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>support the development of vocabulary.</p> <p>To assess the effectiveness of others and their own writing</p>
-------------------------------	--	---	--

	<p>increasing speed and skill, recognising their meaning through contextual cues</p> <p>Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary</p> <p>War poems To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To know the difference in informal and formal language</p> <p>Mock trial spring??</p>		
<p>Art</p>	<p>Line drawings - Henry Moore Use a sketch book to collect and develop ideas Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Start to develop their own style using tonal contrast and choosing their own preferred sketching implements whilst experimenting with others. Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle</p>	<p>Pastels Clay Produce intricate patterns and textures in a malleable media Use slaps, coils and slips effectively in clay Painting Consider and chose appropriate media and materials Mix appropriate colours. Mix and match colours to create atmosphere and light effects. Independently create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Canopic pots Produce intricate patterns and textures in a malleable media Use slaps, coils and slips effectively in clay</p>	<p>Fabric and textiles Tie dye Andy Warhol Consider and chose appropriate media and materials Mix appropriate colours. Mix and match colours to create atmosphere and light effects. Independently create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Printing Create more complex printing blocks by simplifying an initial</p>

	<p>ground and background. Show perspective in drawing</p> <p>Tone Sculpture</p> <p>Famous artists To be able to talk about the roles and purposes of artists, craftspeople and designers (that have been studied) working in different times and cultures. Talking about their importance, work. Discussing with reason whether they like their work or not.</p>		<p>sketch book idea understanding the level of complexity possible with the process, Use over printing effectively</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Banner stitching - using various needles to produce more complex patterns with care and some accuracy</p> <p>Mary Quant To be able to talk about the roles and purposes of artists, craftspeople and designers (that have been studied) working in different times and cultures. Talking about their importance, work. Discussing with reason whether they like their work or not. Optical art became popular in the sixties</p>
<p>Computing</p>	<p>Code breaking –scratch? Presentations Hyperlinks etc TEAMs re video Multimedia</p> <p>To identify the purpose for selecting an appropriate online tool.</p> <p>To discuss audience, atmosphere and structure of a presentation or video.</p> <p>To collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience.</p>	<p>Evaluate their own work and that of others</p> <p>To explore procedures using repeat to achieve solutions to problems with Turtle (J2E) & a floor robot</p> <p>To talk about procedures as parts of a program To Refine procedures to improve efficiency To use a variable to replace number of sides in a regular shape</p> <p>To explore instructions to control software or hardware with an input & using if... then... commands</p> <p>To explore a computer model to control a physical system To change inputs on a model to achieve different outputs To refine & extend a program</p> <p>To identify difficulties & articulate a solution for errors in a program To group commands as a procedure to achieve a specific outcome within a program</p>	<p>Excel for planning a festival Data Handling</p> <p>To use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility.</p> <p>To select appropriate data tool.</p> <p>To identify and present results. Interrogate a database, refining searches to provide answers to questions.</p>

	<p>To use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations.</p> <p>To store presentations and videos online where they can be accessed by themselves and shared with others.</p> <p>To evaluate the effectiveness of their own work and the work of others.</p>	<p>To write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming.</p>	<p>To plan investigations using the outcomes from a data logger to show findings</p>
<p>Music</p>	<p>We'll meet again - song writing for war - importance of Vera Lynn Composition of 'The Blitz' Voices to instrument Make, do and mend junk band – importance of music and morale Notation and recording on a stave</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Improvise confidently vocally and with instruments from a range of chosen stimuli.</p> <p>Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>Garage iPad ??/ Classical musicians</p>	<p>Outdoor Learning focus linked with Music; making musical instruments with natural / recyclable materials Performance</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Take turns to lead the group.</p> <p>To play syncopated rhythms with accuracy, control and fluency.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or</p>

					<p>taking a leadership role within a performance.</p> <p>Pulse Rhythm Pitch Timbre Tempo Melody Harmony Lyrics</p>	
PSHE	Relationships					
RE	<p>Creation/Fall Creation and Science: conflicting or complimentary?</p> <p><i>Core Learning & possibly Digging Deeper.</i></p>	<p><i>How do we make moral choices?</i></p> <p>(AMV unit 6) Hinduism</p>	<p>Gospel What would Jesus do? Core Learning & possibly Digging Deeper. ,</p>	<p>Salvation What difference does the resurrection make for Christians? Core Learning & possibly Digging Deeper.</p>	<p>Kingdom of God What kind of King is Jesus? Core Learning & possibly Digging Deeper.</p>	<p>, How do people express beliefs? Christianity/ Islam/ Hinduism/ Judaism</p>
Maths	<p>Number/Place value Number division, subtraction addition and multiplication Fractions Position and direction</p>		<p>Decimals Percentages Algebra Converting units Perimeter area and volume Ratio Statistics</p>		<p>Properties of shapes Consolidation or SATs prep Investigations and preparation for KS3</p>	