



WITHYMOOR PRIMARY SCHOOL CURRICULUM MAP FOR YEAR 6

Learning Together, Aiming for Excellence

Revised September 2023



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Text: Kensuke's Kingdom Genre: (F) Length of unit: (15) Text type: adventure narrative</p> <p>Text: Postcards from Prison Genre: (NF) Length of unit: (9) Text type: postcard</p> <p>Text: Goldilocks Genre: (NF) Length of unit: (14) Text type: Newspaper report (journalistic)</p>	<p>Text: Firework Maker's Daughter Genre: (F) Length of unit: (19) Text type: Narrative</p> <p>Text: Greta Thunberg- 'No one is too small to make a difference' Genre: (NF) Length of unit: (18)</p> <p>Text: Hansel and Gretel Genre: (F) Length of unit: (10) Text type: Traditional tale- story</p>	<p>Text: Everest Genre: (NF) Length of unit: (16) Text type: non-chronological report</p> <p>Text: A Monster Calls Genre: (F) Length of unit: (15) 9 days Text type: adventure narrative</p>	<p>Text: A Monster Calls (continued) Genre: (F) Length of unit: (15) cont...6 days Text type: adventure narrative</p> <p>Text: The Graveyard Book Genre: (F) Length of unit: (19) Text type: Mystery narrative</p>	<p>Additional unit to be planned by year group: Using TWS approach to teaching, learning chunks will be chosen from the outcomes of assessments and feedback in books. What do they children need to master and be over taught to secure? Length of unit: (5)</p> <p>Text: The Journey Genre: (F) Length of unit: (18) Text type: Story narrative</p>	<p>Text type: Persuasive/ Informative Speech Text: Letters from the Lighthouse Genre: (NF) Length of unit: (18) Text type: Recount</p> <p>Text: Hope-o-potamus Genre: (F) Length of unit: (15)* condense to 12 days Text type: Narrative poem</p>
Mathematics	<p>Place Value Addition, Subtraction, Multiplication and Division Fractions Geometry – Position and direction</p>		<p>Decimals Percentages Algebra Measurement Perimeter, Area and Volume Ratio</p>		<p>Statistics Properties of Shape Themed projects and Consolidation</p>	
Science	<p>Living things and their Habitats Electricity Renewable Energy Famous scientist: Carl Linnaeus – classification Famous scientist: Alessandro Volta – electrical battery</p>		<p>Light Light Pollution The Circulatory System Diet, drugs and lifestyle What is evolution and adaptation? Famous scientist: Ibn Al-Haytham – light and our eyes Famous scientist: Charles Darwin - evolution</p>		<p>Variation Adaptation Fossils Themed Project (Year 7 ready) How does my body work? Famous scientist: Leonardo Da Vinci - anatomy</p>	
Computing	Digital Literacy Information Technology	Computer Science	Information Technology Digital Literacy	Computer Science	Information Technology	Computer Science
	Unit 6.2- Online Safety Unit 6.4 – Blogging	Unit 6.1 – Coding	Unit 6.3- Spreadsheets E-safety	Unit 6.5 – Text Adventures	Unit 6.7 – Quizzing	Unit 6.8 – Understanding Binary Unit 6.6 – Networks

History	A study of an Aspect of British History The Battle of Britain		History of a Non-European Society Study Early Islamic Civilisation		A Local History Study Frank Foley	
	When did this occur? Why did it occur? Nations and soldiers involved in the war. Why was the Battle of Britain a significant turning point in the war?		Compare aspects of life from early Islamic civilisations and compare it to British history at the time. Cities, beliefs, education and society roles.		The role played by Major Frank Foley during WW2	
Geography	Human & Physical geography, Geographical Skills		Locational Knowledge, Geographical Skills & Fieldwork		Geographical Skills & Fieldwork	
	Energy and Sustainability Renewable and non-renewable Where in the world are these energies sourced and used?		Compare and contrast the UK with Brazil and Canada Countries, capitals, key physical & human characteristics of named countries		Geo-caching and OS benchmarks- using mapping correctly. VISIT: geocaching and OS benchmark hunting in the local area (walking distance) Orienteering at Baggeridge Country park	
Music	Worlds Unite/ Journeys	Roots/ Singing DPA	Singing DPA/ Leavers' Performance	Worlds Unite/ Journeys	Roots/ Singing DPA	Singing DPA/ Leavers' Performance
	<ul style="list-style-type: none"> When singing, show greater mastery and control of tone, diction, posture and breathing consistently. Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. Perform using a range of rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations. Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. 	<p>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p> <p>Perform using a range of rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</p> <p>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p>	<p>Use the interrelated dimensions of music when singing and playing in a variety of styles.</p> <p>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p> <p>Perform using a range of rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</p> <ul style="list-style-type: none"> Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. 	<ul style="list-style-type: none"> When singing, show greater mastery and control of tone, diction, posture and breathing consistently. Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. Perform using a range of rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations. Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. 	<p>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p> <p>Perform using a range of rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</p> <p>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p>	<p>Use the interrelated dimensions of music when singing and playing in a variety of styles.</p> <p>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p> <p>Perform using a range of rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</p> <ul style="list-style-type: none"> Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.
Art	<p align="center"><u>Painting</u></p> <p align="center">Joseph M W Turner – Ulysses Deriding Polyphemus</p> <ul style="list-style-type: none"> Sketch before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. <ul style="list-style-type: none"> Develop a personal style of painting, drawing upon ideas from other artists. 		<p align="center"><u>Drawing</u></p> <p align="center">Taj Mahal – Ustad Ahmad Lahori</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). <ul style="list-style-type: none"> Use lines to represent movement. 		<p align="center"><u>Sculpture</u></p> <p align="center">Jacob Epstein – The Rock Drill</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. 	

DT	Aspect of DT: Food Focus: Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Bread		Aspect of DT: Textiles Focus: Using computer-aided design in textiles Designer Bags		Aspect of DT: Mechanical systems Focus: Cams, Pulleys and Gears Mechanisms with a message			
RE	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Does belief in Akhirah (life after death) help Muslims lead good lives?		
PE	Gymnastics Tag rugby	Fitness Netball	Dance Football	Dance Cricket	Badminton Tennis	Volleyball Athletics		
RSHE	Relationships		Living in the Wider World			Health and Wellbeing		
	Attraction to others/ Physical attraction Romantic relationships, civil partnerships and marriage. Emotions	Recognising and managing pressure. Consent in different situations. Communication Difficult Taking responsibility	Expressing opinions and respecting others' points of view including discussing topical issues. Anti-social behaviour Communication	Valuing diversity. Challenging discrimination and stereotypes. Fairness, Justice and What is Right Democracy Universal rights for children	Evaluating media sources. Sharing things online (sexting and sharing images) Taking responsibility for our technology use Difficult Situations	Influences and attitudes to money. Money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss, bereavement and other feelings including stress How substances affect the body – drugs and addiction	Puberty Human reproduction and birth. Contraception Increasing independence. Body and self-image Managing transition.
French	At School (Language Angels)	The Weekend (Language Angels)	Me in the World (Language Angels)	Phonics lesson 4 Verbs & Grammar (Core vocabulary- Irregular verbs) (Language Angels)	Rooms of the House (Language Angels)	Habitats or Healthy lifestyles (Language Angels)		