



St Helen's Catholic Primary School Year 6 Curriculum Map 2017 – 2018

	Autumn		Spring		Summer	
Religion	Mission Statement & Gospel Values 5 th -8 th Sept KS1 Prayer & Praying/KS2 The Mass 11 th -22 nd Sept Domestic Church – Family 25 th Sept-13 th Oct Judaism 16 th – 20 th Oct	Saints 30 th Oct- 3 rd Nov Year of Mercy Week 13 th -17 th Nov Baptism/Confirmation – Belonging 6 th – 24 th Nov Advent/ Christmas – Loving 27 th Nov- 19 th Dec	Other Faiths – 3 rd - 19 th Jan Local Church – Community 22 nd Jan – 9 th Feb	Eucharist – Relating 19 th Feb - 9 th Mar Lent / Easter – Giving 12 th – 29 th Mar	Pentecost – Serving 12 th Apr – 4 th May Reconciliation – Inter-relating 8 th – 25 th May	Universal Church – World 4 th - 22 nd June Friends of Jesus & Stories Jesus told 25 th June – 13 th July
Science	Classifying Living Things KDescribe 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 KGive reasons for classifying plants and animals based on specific characteristics. WSI dentifying scientific evidence that has been used to support or refute ideas or arguments. WSTaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WSRecording data & results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs WSReporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations WSPlanning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WSUsing test results to make predictions to set up further comparative and fair tests Light and Sight KExplain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes KRecognise that light appears to travel in straight lines KUse the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye KUse the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. WSRecording data results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs WSPlanning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WSTaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Evolution and Inheritance (Visit NHM) KRecognise that living things have changed over time & that fossils provide information about living things that inhabited Earth millions of years ago KRecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents KIdentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. WSI dentifying scientific evidence that has been used to support or refute ideas or arguments. WSPlanning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WSReporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations		Our Bodies KIdentify & name the main parts of the human circulatory system, & describe the functions of the heart, blood vessels and blood KDescribe the ways in which nutrients and water are transported within animals, including humans. KRecognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function WSPlanning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WSTaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WSReporting & presenting findings from enquiries; conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Changing KUse recognised symbols when representing a simple circuit in a diagram. KAssociate the brightness of a lamp/volume of a buzzer with the number & voltage of cells in the circuit KCompare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches WSRecording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs WSI dentifying scientific evidence that has been used to support or refute ideas or arguments. WSPlanning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WSUsing test results to make predictions to set up further comparative and fair tests WSReporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations WSTaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate			
Comp	Computing Programme of Study Focus – Online Safety Kidtype.com	Computing Programme of Study Focus – 6.1 We are app planners (planning the creation of a mobile app) Screenshots	Computing Programme of Study Focus – 6.2 We are project managers (developing project manager skills) Saving	Computing Programme of Study Focus – 6.3 We are market researchers (researching the app market) Printing	Computing Programme of Study Focus – 6.4 We are interface designers (designing an interface for an app) Copy & Paste	Computing Programme of Study Focus – 6.5 We are app developers (developing a simple mobile app) Screenshot
Geog	The Mountain Environment - UK, Europe and wider world. Link to volcanoes and earthquakes - Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Human and physical geography - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		A study of Coastlines - Human and physical geography - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
Hist	Cultural History Icons & Inventors	A Local History Study - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A contrasting settlement – Central or South America A study of a non European society that provides contrasts with British History (Mayan / Aztec) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			
Art	A sense of place Herbert Mason Landscapes Linked to WWII. Develop an awareness of composition, scale and proportion in their paintings. Mix and match colours to develop atmosphere or light effects.		Arts Week Activities followed by Props & Costumes <i>Relevant designer to theme</i> Design and make for end of year Production - Use fabrics to create 3D structures. Use a variety of threads and needles. Experiments with a range of media to overlap and layer creating interesting colours, textures and effects.			



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DT	<p align="center">Pulleys or Gears</p> <p>Understand how gears and pulleys can be used. Investigate famous manufacturing and engineering companies relevant to the project. Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. Develop an authentic and meaningful design brief with the children. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Investigate combinations of two different sized pulleys to learn about direction and speed of rotation and/or explore combinations of two different size gears meshed together. Investigate the direction and speed of rotation focusing on how the size of the driver gear affects the speed of the follower gear. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, functionality and fitness for purpose Consider the views of others to improve their work.</p>				<p align="center">Cooking meals using foods available during World War II (Focus on foods available and rationing)</p> <p>Understand the source, seasonality and characteristics of their ingredients. Use information and communication technology as appropriate to develop and communicate ideas. Use CAD to develop packaging for foods available during the war. Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/ graphs/charts such as star diagrams. Research key chefs and how they have promoted seasonality, local produce and healthy eating.</p>	
PE	<p>Gym (Partner work / Matching /Mirroring) Games (Invasion Games – Hockey and Soccer)</p>	<p>Dance (The World of Sport/Mix Match) Games (Net / Court / Wall Games)</p>	<p>Gym- (Partner work / Synchronisation and Canon) Games – Cricket (Striking and Fielding Games)</p>	<p>Dance (Thesus and the Minotaur) Games - Tag (Invasion Games)</p>	<p>Gym (Holes and Barriers) Games (Athletics – Unit 1)</p>	<p>Dance (The Rainforest) Games (Athletics – Unit 2) Outdoor activities (Isle of Wight)</p>
Music	<p>Fresh Prince of Bel Air – Hip Hop Option to make up compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p>	<p>Exploring jazz; improvisation and composition techniques, looking at music and dance styles the 1940's, focussing on WW2. Using ICT to compose and enhance performances with a backing track.</p>	<p>Cyclic patterns – Music of Java and Bali. Learning about Gamelan music, composing and performing.</p>	<p>Linin' on a Prayer – Rock. How Rock music developed from the Beatles onwards. Analysing performance.</p>	<p>Song writing. Using techniques to compose a blues song, with attention to chords, melody and structure.</p>	<p>Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.</p>
French	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures. Mini Autobiographies Use dictionaries and French books to review vocabulary relating to describing themselves, family members, sports, hobbies. Numbers 1-100 (continuous) <u>Grammar</u> - Conjugate high frequency verbs to build sentences. Avoir (to have) Etre (to be) Faire (Do) Jouer (Play)</p>	<p>Broaden vocabulary and develop ability to understand new words that are introduced through using a dictionary. Use dictionaries and French books to review and expand on vocabulary relating to – Time, colour, Weather, Animals, Timetables/ daily activities. <u>Grammar</u> - Conjugate high frequency verbs to build sentences relating to reviewed topics e.g. Aujourhui, il fait beau. (Today it is sunny) Etre (to be) Faire (do [weather) Reflexive verbs (timetables)</p>	<p>Present ideas and information orally to a range of audiences. Engage in conversations. Ask and answer questions. Preparation for the French Day</p> <ul style="list-style-type: none"> • Food revision • Ordering items • Role play as shop keepers • Ask questions • Politeness <p><u>Grammar</u> Apply key features and patterns of language. Form a variety of questions in a real life shopping scenario Discuss politness and use of tu vs vous</p>		<p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly. Develop accurate intonation and pronunciation so that others understand when they are reading aloud and using familiar words and phrases. Use dictionaries and French books to revise and expand on vocabulary and to form sentences independently with their grammatical vocabulary and grammatical knowledge. Days, Months, Seasons, Instructions ,Dictionary <u>Grammar</u> Apply key features and patterns of language</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Booster French sets Use dictionaries and French books to review vocabulary relating to Numbers, Colours, Dates, Questioning, Transport, Home, Classroom items Assessment and Levelling <u>Grammar</u> - Apply key features and patterns of language. Negatives</p>
PSHCE	<p>New Beginnings Getting on and falling out</p>	<p>Say No to Bullying Economy</p>	<p>Going for goals! Citizenship</p>	<p>Good to be me Healthy Lifestyles</p>	<p>Relationships Safety</p>	<p>Changes Journey in Love</p>
Ed Visits	<p align="center">Camping National Gallery Natural History Museum</p>		<p align="center">Houses of Parliament Places of Worship - Islam</p>		<p align="center">Imperial War Museum</p>	<p align="center">Devon</p>