

YEAR 6 SUBJECT MAP 2018-19

Term

Subject	Autumn World War 1	Spring 1 Polar	Spring 2 Around the World	Summer 1 Crime & Punishment	Summer 2 Fair grounds	
English	<p><u>Text: War Horse By Michael Morpurgo</u></p> <p><u>Non-chronological report</u> Animals in WW1</p> <p><u>Diary Entry</u> Diary of Joey – linked to text.</p> <p><u>Poetry</u> Poems of war.</p>	<p><u>Text: The best Christmas present in the world By Michael Morpurgo</u></p> <p><u>Short story</u> Narrative set during World War 1</p> <p><u>Informal letter</u> Letter written from a soldier</p>	<p><u>Text: Lost and Found by Oliver Jeffers</u></p> <p><u>Narrative</u> Adventure story returning something that doesn't belong.</p>	<p><u>Text: Kensuke's Kingdom By Michael Morpurgo</u></p> <p><u>Biography</u> Life of a traveller</p>	<p><u>Text: Case Studies from the past</u></p> <p><u>Journalistic writing</u> Newspaper reports on a crime scene.</p> <p><u>Balanced Argument</u> For and against child punishment.</p>	<p><u>Text: Wild Boy by Rob Lloyd Jones</u></p> <p><u>Explanation Text</u> Explaining how a theme park ride works</p> <p><u>Adverts</u> Advertising a theme park.</p>

Maths	week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	Autumn	<i>Numbers to 10 million (include bar charts as context).</i> Block 1A		Four operations – focus on efficiency only in (+and -) which might include column and ensure secure with long multiplication and short division. Include efficiency in x (e.g. x by 35, by doubling one and halving other & multiplying by a number ending in 8 or 9 by rounding then adjusting etc.) ÷ short method and part-part-whole method and efficiency WORD PROBLEMS Block 2A					FRACTIONS (include some shape contexts for + / - fractions such as perimeter. include some shape/ measures contexts for x fractions) Block 3A			Negative numbers (include line graphs) Block 1A		Area and perimeter Block 5Sp		Review & consolidate
	Spring															
	Summer	SATS PREP		SATS WEEK	project		PROJECT BASED LEARNING – including areas of weakness from the year					Review and consolidate				

Science	<p>Animals including humans Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Light Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Evolution and inheritance (Mary Anning, Charles Darwin and Alfred Wallace) Pupils should be taught to: recognise that living things have changed over time and 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 and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Living things and their habitats (Carl Linnaeus) Pupils should be taught to: 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 give reasons for classifying plants and animals based on specific characteristics</p>	<p>Electricity Pupils should be taught to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare 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 use recognised symbols when representing a simple circuit in a diagram</p>
D&T	<ul style="list-style-type: none"> • Use mechanical systems in own products • Use annotated sketches, cross-section diagrams 	<ul style="list-style-type: none"> • Cook savoury dishes for a healthy & varied diet 	<ul style="list-style-type: none"> • Use research & criteria to develop products which are fit for purpose and aimed at specific groups • Analyse & evaluate existing products and improve own work • Use electrical systems in own products, including programming • Use annotated sketches, cross-section diagrams & computer-aided design
A and D	<ul style="list-style-type: none"> • Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Use sketchbooks to collect, record, review, revisit & evaluate ideas 	<ul style="list-style-type: none"> • Learn about great artists, architects & designers • Improve mastery of techniques such as drawing, painting and sculpture with varied materials 	

History	British History (taught chronologically) <ul style="list-style-type: none"> An extended period study – World War 1 		Broader History Study <ul style="list-style-type: none"> Non-European society – Native Americans 		British History (taught chronologically) <ul style="list-style-type: none"> An extended period study, e.g. <ul style="list-style-type: none"> <i>Crime & punishment</i> <i>-Leisure</i> 	
Geography	<ul style="list-style-type: none"> Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones Study a region of North America Use fieldwork to record & explain areas 		<ul style="list-style-type: none"> Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones Study a region of North America Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use 4- and 6-figure grid references on OS maps 			
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>					
PE	Football Hockey	Netball Outdoor Adventure	Gymnastics Dance	Athletics Field & Track	Cricket	Badminton Healthy Living
Computing	E-safety Heroes and Villains – create a game using scratch. Building Battle Bots – designing and creating a robot that could go in to battle.		Around the World. Young Authors – Plan and make an e-book to share with other children.		Stocks and Shares	
RE	What do Christians believe about the Kingdom of God? What do Christians believe about life after death?	What do different people believe about God? Why do Christians believe God can be Father, Son and Holy Spirit? How does Christianity help people find peace with God?	What makes a good leader worth following? Eg Muhammad (pbuh); Guru Nanak; Jesus. How do people with a non-religious world view decide what makes a good life? How does a religious belief help people when life gets hard? Eg Christianity	How and why do Hindus show respect for living things? Is the idea of one God important in Hinduism? Why do Hindus make pilgrimages? What symbols are important to Hindus?	Which teachings of Muhammad (pbuh) do Muslims try to follow? What do Muslims believe about the origins and authority of the Qur'an? Why are there so many prophets in Islam?	Open ended enquiry choice eg If God made the world, why isn't it perfect? Are science and religion in conflict? Does worship make you happy? What can stories and images of the Buddha tell us about Buddhist beliefs?

Languages

Listen and engage

Engage in conversations, expressing opinions

Speak in simple language and be understood

Develop appropriate pronunciation

Present ideas & information orally

Show understanding in simple reading

Adapt known language to create new ideas

Describe people, places and things

Understand basic grammar, e.g. gender