

# Vernon Primary School

## Year 6 Long Term Plan - Curriculum Map



	<b>Autumn</b> <b>The Battle of Britain</b>	<b>Spring</b> <b>Maya Civilisation</b>	<b>Summer</b> <b>Awesome Adventurers</b>
<b>English</b>	<p><b>Narrative:</b> Older/Classic Literature, Stories set in familiar places, Narrative diaries, Stories of adventure, Stories containing historical characters/events</p> <p><b>Non-fiction:</b> Journalistic writing, Biographies, Recounts Persuasive writing, Letters, Non-chronological reports</p> <p><b>Poetry:</b> Poems that convey an image</p>	<p><b>Narrative:</b> Stories that contain magical, mythical or legendary characters or events, Stories set in imaginary places, Stories of adventure, Playscripts</p> <p><b>Non-fiction:</b> Letters, Recounts, Instructions, Balanced arguments, Explanations</p>	<p><b>Narrative:</b> PHS transition units – Stories of adventure, Fictional biographies</p> <p><b>Non-fiction:</b> Persuasive writing, Instructions, Explanations</p> <p><b>Poetry:</b> Learn and perform a poem by heart</p>
<b>Maths</b>	<p>Number – Place value Number – Addition, Subtraction, Multiplication and Division Number – Fractions A and B Measurement – Converting Units</p>	<p>Number – Ratio, Algebra, Decimals Number – Fractions, Decimals and percentages Measurement – Area, Perimeter and Volume Statistics</p>	<p>Geometry – Shape Geometry – Position and Direction Themed projects, consolidation, transition work and problem solving</p>
<b>Science</b>	<p><b>Light:</b> explain that we see things because light travels from light sources to our eyes or to objects and then to our eyes</p> <p><b>Electricity:</b> for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p><b>Living things and their habitats:</b> describe how living things are classified based on similarities and differences, including micro-organisms, plants and animals.</p> <p><b>Evolution and inheritance:</b> 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><b>Animals including humans:</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>Enquiry Unit/PHS transition unit.</b></p>
<b>Computing</b>	<p>Computing systems and networks – Communication and collaboration Creating media – 3D modelling (including DT computing objectives)</p>	<p>Creating media – Webpage creation Data and information - Spreadsheets</p>	<p>Programming A – Variables in games Programming B - Sensing</p>
<b>History</b>	<p><b>Focus area:</b> The Battle of Britain – a study of a significant turning point in British History</p>	<p><b>Focus area:</b> The Mayan Civilization – a non-European society that contrasts with British History.</p>	<p><b>Focus area:</b> The Golden Age of Exploration - a study of an aspect or theme in British history.</p>
<b>Geography</b>	<p><b>Focus area:</b> Why does population change? – global population distribution, factors and case studies, as well as social, economic and environmental push and pull factors.</p> <p><b>Fieldwork:</b> local urban area, data collection, atlases</p>	<p><b>Focus area:</b> Where does our energy come from? – time zones, natural resources and energy found in the US and UK, renewable energy sources and their impact.</p> <p><b>Fieldwork:</b> school grounds analysis for solar panel</p>	<p><b>Focus area:</b> Can I carry out an independent fieldwork enquiry? – exploring an issue in the local area, designing data collection methods, recording, analysing and presenting findings.</p> <p><b>Fieldwork:</b> local area data collection</p>
<b>Art and Design</b>	<p><b>Focus area:</b> Textiles – Using stitching to enhance an image <b>Artist:</b> Enid Marx and Rob Wilson (local artist)</p>	<p><b>Focus area:</b> Painting - Mayan Landscapes and vibrant colours <b>Artist:</b> Leonid Afremov and Derek Lerner</p>	<p><b>Focus area:</b> Drawing and Sculpture – Wire Figures and animals <b>Artists:</b> Antony Gormley, Alberto Giacometti and Paul Tavernor (local artist)</p>
<b>Design and Technology</b>	<p><b>Focus area:</b> Textiles - Make do and mend – recycled materials quilts (computing objectives covered within Computing unit) <b>Designer/Architect:</b> Lucienne Day and Maria Mahler</p>	<p><b>Focus area:</b> Materials - Mayan masks and carvings <b>Designer/Architect:</b> Julie Taymor</p>	<p><b>Focus area:</b> Construction - Enterprise Project <b>Designer/Architect:</b> Local Businesses</p>
<b>Physical Education</b>	<p>Dance – World War 2 Gymnastics - Flight Basketball Tennis</p>	<p>Gymnastics – Group sequencing Yoga Netball Orienteering</p>	<p>Athletics Cricket Health-related Fitness Rounders</p>
<b>Languages</b>	<p><b>Phonics Lesson 4</b> 'A l'école' – Discussing what subjects you like and dislike 'La Seconde Guerre Mondiale' – The Second World War</p>	<p>'Manger et Bouger' – exploring healthy lifestyles linked to food and physical activity. 'Moi Dans la Monde' <b>Cultural Focus (French speaking countries):</b> Senegal, Canada and Haiti.</p>	<p>'Les Vikings' - Describing self and discussing daily routine <b>Multilingual Unit</b> – Spanish or German linked to Year 7 languages.</p>
<b>Music</b>	<p>Singing songs of World War II and notating a melody Whole class instrumental lessons - Indonesia</p>	<p>Whole class instrumental lessons - India Understanding sounds and scores to compose film Music</p>	<p>Composing a leavers song Performance techniques – learning songs with control and accuracy and performing to an audience</p>
<b>Religious Education</b>	<p><b>Threads:</b> God, World, Self How have beliefs about God changed? <b>Threads:</b> Authority, life's journey. How religious/ non-religious people explain suffering?</p>	<p><b>Threads:</b> Personal Belief How does personal belief affect the way life is lived? <b>Threads:</b> Authority: Personal Belief What difference does resurrection make for Christians?</p>	<p><b>Threads:</b> God the world self; Personal Belief, RWV in wider world. What does it mean to be human? How do beliefs shape a person's identity?</p>
<b>PSHE</b>	<p><b>Relationships:</b> Families and friendships Safe relationships Respecting ourselves and others MyHappyMind</p>	<p><b>Living in the Wider World</b> Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind</p>	<p><b>Health and Wellbeing</b> Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind</p>
<b>Curriculum Values</b>			
<b>Creativity &amp; Curiosity</b>	<b>Independence</b>	<b>Respect &amp; Cooperation</b>	

*'Nobody else is quite like me'*