

# Vernon Primary School

## Year 6 Long Term Plan - Curriculum Map



	<b>Autumn</b> <b>The Battle of Britain</b>	<b>Spring</b> <b>Chocolate Makers</b>	<b>Summer</b> <b>Awesome Adventurers</b>
	<b>All Narrative, Non-Fiction and Poetry genres to be revised and reviewed within Year 6 English teaching.</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, all four operations, fractions</p> <p>Geometry – shape, position and direction</p>	<p>Number – decimals, percentages, algebra, ratio</p> <p>Measurement – time, converting units, perimeter, area, volume</p>	<p>Statistics</p> <p>SATS revision – all areas according to needs of the children</p> <p>PHS transition unit/Consolidation</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</p> <p>Creating media – 3D modelling (including DT computing objectives)</p>	<p>Creating media – Webpage creation</p> <p>Data and information - Spreadsheets</p>	<p>Programming A – Variables in games</p> <p>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</p> <p><b>Artist:</b> Enid Marx and Rob Wilson (local artist)</p>	<p><b>Focus area:</b> Painting - Mayan Landscapes and vibrant colours</p> <p><b>Artist:</b> Leonid Afremov</p>	<p><b>Focus area:</b> Drawing and Sculpture – Wire Figures and animals</p> <p><b>Artists:</b> Antony Gormley, Alberto Giacometti and Paul Tavener (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)</p> <p><b>Designer/Architect:</b> Lucienne Day and Maria Mahler</p>	<p><b>Focus area:</b> Materials - Mayan masks and carvings</p> <p><b>Designer/Architect:</b> Julie Taymor</p>	<p><b>Focus area:</b> Construction- Creating supportive natural habitats</p> <p><b>Designer/Architect:</b> Monty Don &amp; The Woodland Trust</p>
<b>Physical Education</b>	<p>Dance – World War 2</p> <p>Fitness</p> <p>Football</p> <p>Basketball</p>	<p>Gymnastics – Group sequencing</p> <p>OAA (Outdoor Adventurous Activities)</p> <p>Netball</p> <p>Team-building and problem-solving</p>	<p>Athletics</p> <p>Cricket</p> <p>Tennis</p> <p>Rounders</p>
<b>Languages</b>	<p><b>Phonics Lesson 4</b></p> <p><b>‘A l’école’</b> – Discussing what subjects you like and dislike</p> <p><b>‘La Seconde Guerre Mondiale’</b> – The Second World War</p>	<p><b>‘Manger et Bouger’</b> – exploring healthy lifestyles linked to food and physical activity.</p> <p><b>‘Moi Dans la Monde’</b></p> <p><b>Cultural Focus (French speaking countries):</b> Senegal, Canada and Haiti.</p>	<p><b>‘Les Vikings’</b> - Describing self and discussing daily routine</p> <p><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.</p> <p>Whole class instrumental lessons (P-Buzz)</p>	<p>Understanding sounds and scores to compose film Music.</p> <p>Compose and notate advanced rhythms.</p>	<p>Whole class instrumental lessons (P-Buzz)</p> <p>Performance techniques: singing with control, accuracy and performing to an audience.</p>
<b>Religious Education</b>	<p><b>Threads: God, World, Self</b> How have beliefs about God changed?</p> <p><b>Threads: Authority, life’s journey.</b> How religious/ non-religious people explain suffering?</p>	<p><b>Threads: Personal Belief</b> How does personal belief affect the way life is lived?</p> <p><b>Threads: Authority, Personal Belief</b> What difference does resurrection make for Christians?</p>	<p><b>Threads: God the world self: Personal Belief, R/WV in wider world.</b> 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’*