



## Year 6 Curriculum Map

	Autumn		Spring		Summer	
Maths	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>	<b>White Rose Maths</b>
	Place value 4 operations	Fractions A Fractions B Converting units	Ratio Algebra Decimals	Fractions, Decimals and Percentages  Area, Perimeter and Volume  Statistics	Shape  Position and Direction	Themed projects, consolidation and problem solving
Varied fluency, reasoning and problem solving will be continuously taught throughout the year. Mastery tasks will also be given when children have achieved key objectives so children can acquire and demonstrate a deeper understanding. <b>Continuous provision:</b> Revision of times tables up to 12 x 12						
Science	<b>Classifying Big and Small</b>	<b>Light and Reflection</b>	<b>Evolution and Inheritance</b>	<b>Circuits, Batteries and Switches</b>	<b>Circulation and Health</b>	<b>Are some sunglasses safer than others?</b>
	Working scientifically will be taught throughout the year and will be part of each topic. <b>Continuous provision:</b> What is the weather like today?; Characteristics of different plants, e.g. cacti, bonsai, house plants (flowering and non-flowering); Puberty talk; Curiosity cube					
History	<b>What can the census tell us about our local area?</b>		<b>British History 6: What was the impact of World War II on the people of Britain?</b>		<b>Transition Unit: Who should go on the banknote? or Sikh Empire</b>	
	<b>Continuous provision:</b> use vocabulary relating to the past and the passing of time, e.g. what did we do yesterday, last week, last term, timelines of people/periods studied, Newsround, big reveal, musical moments, mark anniversaries of events and talk about them, e.g. Remembrance Day, Bonfire Night, handling a range of artefacts, research					
Geography	<b>Why does population change?</b>		<b>Where does our energy come from?</b>		<b>Can I carry out an independent fieldwork enquiry?</b>	
	<b>Continuous provision:</b> clocks to show the time in different places, use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments, World Map displaying time zones, comparing weather and climate changes					
DT	<b>Digital World: Navigating the world</b>	<b>Cooking and Nutrition: Come Dine with Me</b>	<b>Structures: Playgrounds</b>	<b>Textiles: Waistcoats</b>	<b>Electrical Systems: Steady hand game</b>	<b>Mechanical Systems: Automata toys</b>
	<b>Continuous provision:</b> healthy eating; discussions about food; British Food Fortnight; Farm to Fork; revisit previous skills; using construction kits					
Computing	<b>Computing Systems and Networks: Bletchley Park and the History of Computers</b>	<b>Computing Systems and Networks: AI</b>	<b>Data Handling: Big Data 1</b>  <b>Online Safety (6 lessons)</b>	<b>Programming :</b>  <b>Intro to Python</b>	<b>Data Handling: Big Data 2</b>	<b>Skills Showcase: Inventing a Product</b>



	<b>Continuous provision:</b> Newsround, Safer Internet Day activities/assemblies Ongoing E-Safety work, Using a range of ICT in other areas of the curriculum, e.g. taking pictures, voice recordings, General keyboard skills, e.g. familiarity of keys, particularly the range of punctuation needed in this year group, Logging onto TTrackstars and Accelerated Reader					
Art	<b>Drawing: Make my voice heard</b>	<b>Painting and Mixed Media: Artist Study</b>	<b>Sculpture and 3D: Making Memories</b>		<b>Craft and Design: Photo Opportunity</b>	
	<b>Continuous provision:</b> big reveal; look at work from other cultures, e.g. Asia					
Music	<b>World Unite (weeks 1-6) Journeys (weeks 7-12)</b>		<b>Growth (weeks 1-6) Roots (weeks 7-12)</b>		<b>Class Awards (weeks 1-6) Moving On (weeks 7-12)</b>	
	<b>Continuous provision:</b> musical moments; Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not?; musical themes explored in Celebration Assembly, e.g. classical, country, disco; sing songs from other cultures; Eurovision					
PE	<b>Gymnastics</b>	<b>Dance</b>	<b>Invasion Games- Handball</b>	<b>Net and Wall Games- Badminton</b>	<b>Striking and Fielding- Rounders</b>	<b>Athletics</b>
MFL	<b>A l'école At School (KS2: Progressive)</b>		<b>Le week-end The Weekend (KS2: Progressive)</b>		<b>Moi dans le monde Me in the World (KS2: Progressive)</b>	
	<b>Continuous provision:</b> Newsround, marking significant days in the French calendar, e.g. Bastille Day, singing French songs and playing French games, Musical Moments.					
RE	<b>What can we learn about religious diversity in our area?</b>	<b>What do the gospels tell us about the birth of Jesus?</b>	<b>How and why do people care about the environment ?</b>	<b>Why are Good Friday and Easter the most important days for Christians?</b>	<b>So, what do we know about Christianity? (exploration through the concepts)</b>	
	<b>What can we find out about a local Muslim community?</b>				<b>Statutory Bridging Unit (p56)</b>	
	<b>Continuous provision:</b> Newsround, marking significant religious festivals within Christianity and Islam, KS2 and whole school assemblies					
PSHCE/ RSE	<b>Being me in my world: Identifying goals for the year</b>	<b>Celebrating difference: Perceptions of normality</b>	<b>Dreams and Goals: Personal learning goals, in and out of school</b>	<b>Healthy Me: Taking personal responsibility</b>	<b>Relationships: Mental health</b>	<b>Changing Me: Self-image</b>
	<b>Global citizenship</b>	<b>Understanding disability</b>	<b>Success criteria</b>	<b>How substances affect the body</b>	<b>Identifying mental health worries and sources of support</b>	<b>Body-image</b>
	<b>Children's universal rights</b>	<b>Power struggles</b>	<b>Emotions in success</b>	<b>Exploitation including 'county lines' and gang culture</b>	<b>Love and loss</b>	<b>Puberty and feelings</b>
	<b>Feeling welcome and valued</b>	<b>Understanding bullying</b>	<b>Making a difference in the world</b>	<b>Emotional and mental health</b>	<b>Managing feelings</b>	<b>Conception to birth</b>
		<b>Inclusion/exclusion</b>			<b>Power and control</b>	<b>Reflections about change</b>
						<b>Physical attraction</b>



	<b>Choices, consequences and rewards</b> <b>Group dynamics</b> <b>Democracy, having a voice</b> <b>Anti-social behaviour</b> <b>Role-modelling</b>	<b>Differences as conflict, difference as celebration</b> <b>Empathy</b>	<b>Motivation</b> <b>Recognising achievements</b> <b>Compliments</b>	<b>Managing stress</b>	<b>Assertiveness</b> <b>Technology safety</b> <b>Take responsibility with technology use</b>	<b>Respect and consent</b> <b>Boyfriends/girl friends</b> <b>Sexting</b> <b>Transition</b>
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