












# Year 6 Curriculum Map



 <p style="text-align: center;"><b>English</b></p> <p><u>Biography</u></p> <ul style="list-style-type: none"> <li>- Written in the past or present tense: (<i>was, did, had</i> or <i>is, does, has</i>)</li> <li>- Written in the third person: (<i>he, she, they</i>)</li> <li>- To use a wider range of devices to link ideas between paragraphs.</li> </ul> <p><u>Diary writing</u></p> <ul style="list-style-type: none"> <li>- Written in past and present tense</li> <li>- Written in first person</li> <li>- To use informal tone</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>- Discuss understanding and exploring the meaning of words in context</li> <li>- Inferring characters' feelings, thoughts and motives from their actions</li> <li>- Summarising the main ideas</li> </ul>	<p style="text-align: center;"><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Place value</li> <li>- Sequences</li> <li>- Coordinates</li> <li>- Translation and reflections</li> <li>- Calculating with fractions</li> <li>- Mental and written division</li> <li>- Mental and written multiplication.</li> </ul> 	<p style="text-align: center;"><b>Science</b></p> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>- Recognise that light appears to travel in straight lines.</li> <li>- 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.</li> <li>- 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.</li> <li>- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
<p style="text-align: center;"><b>P.E</b></p> <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> <li>- I can sustain my pace when running</li> <li>- I can motivate myself to do my best</li> <li>- I can perform exercises with control and good technique</li> <li>- I know the physical and mental benefits of exercise</li> <li>- I know why flexibility and core strength is important</li> </ul>  <p><u>Yoga</u></p> <ul style="list-style-type: none"> <li>- I can adopt different poses</li> <li>- I can perform a relaxation sequence of meditation</li> <li>- I know the physical and mental benefits of different poses.</li> </ul>	<p style="text-align: center;"><b>History</b></p> <p><u>Britain at War - World War 2</u></p> <ul style="list-style-type: none"> <li>- To know how the outbreak of WW2 occurred</li> <li>- To know what rationing was</li> <li>- To understand the vital roles women played during WW2</li> <li>- To show an understanding of the experiences of children during evacuation</li> <li>- To understand that the Battle of Britain was a turning point in WWII.</li> </ul> 	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center; color: red;"><b>Not taught this half term</b></p>
<p style="text-align: center;"><b>Music</b></p> <p><u>You to me are everything</u></p> <ul style="list-style-type: none"> <li>- Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</li> <li>- Learn some simple choreography to accompany a disco song.</li> <li>- Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</li> </ul> 	<p style="text-align: center;"><b>PSHE</b></p> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>- I know my learning strengths and can set challenging but realistic goals for myself</li> <li>- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</li> <li>- I can identify problems in the world that concern me and talk to other people about them.</li> <li>- I can work with other people to help make the world a better place</li> </ul> 	<p style="text-align: center;"><b>Computing</b></p> <p><u>Programming (Variables in a game)</u></p> <ul style="list-style-type: none"> <li>- To define a variable</li> <li>- Explain why variables are used in a program</li> <li>- To choose how to improve a game using variables</li> <li>- To design a project that builds on a given example</li> <li>- To use my design to create a project</li> </ul> 
<p style="text-align: center;"><b>R.E</b></p> <p><u>The Exodus</u></p> <ul style="list-style-type: none"> <li>- Know that the Exodus is a significant event in Jewish and Christian history.</li> <li>- Know that the Seder is a special meal celebrated by Jews on the first evening of Passover.</li> <li>- Christianity is rooted in Judaism and Jesus celebrated the Passover.</li> <li>- The Exodus and Passover are at the heart of Judaism.</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <p><u>L.S.Lowry</u></p> <ul style="list-style-type: none"> <li>- To learn about the life and works of Lowry</li> <li>- To explore some of Lowry's pencil works</li> <li>- To explore the marks made by chalks, oil pastels and paints and apply their knowledge to choose an appropriate medium to create a self-portrait.</li> <li>- To divide one of Lowry's industrial scenes into foreground, middle ground and background</li> </ul> 	<p style="text-align: center;"><b>French</b></p> <p style="text-align: center; color: red;"><b>Not taught this half term</b></p> 
<p style="text-align: center;"><b>British Values</b></p> <p style="text-align: center;">Compassion Honesty Aspiration Respect Teamwork Enthusiasm Responsibility Determination</p>		<p style="text-align: center;"><b>School Values</b></p> <p style="text-align: center;">Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs</p>

