

TIME TRAVELLERS

'SANDS OF TIME'

Y6

Autumn Term Curriculum Map

Our Big Question:

What does it mean to live
a good life?

WRITING

Key Texts –

The London Eye Mystery by Siobhan Dowd
Pig Heart Boy by Malorie Blackman

Writing Purposes –

To entertain – narrative, poetry
To inform – newspaper report, diary entry,
instructions
To discuss – balanced argument

READING

Complete Comprehension Units:

Unit 1 - Who Let the Gods out?
Unit 2 – To Asgard!
Unit 3 – Hidden Figures
Unit 4 – The British (serves 60 million)
Unit 5 – War Horse
Unit 6 – For the Fallen
Unit 7 – Sky Song

RELIGIOUS EDUCATION

Understanding Christianity Unit:

What would Jesus do? (*Gospel*)

Understanding Christianity Unit:

What kind of king is Jesus? (*Kingdom of God*)

To entertain- story

Key words:

Commandments	Father
Transformation	Son
Sermon	Holy Spirit
Miracle	Pentecost
Sacrament	Fellowship
Discipleship	Body of Christ
Gospel	Comforter
Sermon	Fruit of the Spirit
	Virtues
	Parish
	Inaugurated
	Unjust

Prior Knowledge:

The good news is not just about
setting an example for good behaviour.
Christians believe that they should
bring this good news to life.

Jesus told many parables which suggest that God's rule has begun, through Jesus, and through Christians.
Many Christians try to extend the
Kingdom of God by challenging unjust social structures in their locality and in the world.

British and/or School Values:

Respect & Tolerance & Individual Liberty

Joy, Integrity & Fellowship

MATHS

White Rose Maths Units:

Number – (Number & Place Value)
Number – (Addition, subtraction, multiplication & division)
Number – (Fractions)
Measurement – (Time)

SCIENCE

Electricity:

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 (**study Steve Jobs**).

Animals including humans:

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (**study Dr Daniel Hale Williams**).

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (**study scientist Marie Maynard Daly**).

Describe the ways in which nutrients and water are transported within animals, including humans.

**Scientific enquiry will run alongside all science units*

TIME TRAVELLERS

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Y6 Autumn Term Curriculum map

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*What does it mean to live
a good life?*

HISTORY

Focus: Ancient Egypt

The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared is required.

Focusses will be on:

Achievements	Food
Housing	Entertainment
Society	Beliefs

British and/or School Values:

Respect & Tolerance
Fellowship

GEOGRAPHY

Focus: Egypt

Describe and understand key aspects of physical geography, including: rivers – Focus on the River Nile

Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including food and water.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

PSHE

JIGSAW – BEING ME IN MY WORLD

Identifying goals for the year
Global citizenship
Children's universal rights
Feeling welcome and valued
Choices, consequences and rewards
Group dynamics
Democracy, having a voice
Anti-social behaviour
Role-modelling

JIGSAW – CELEBRATING DIFFERENCES

Perceptions of normality
Understanding disability
Power struggles
Understanding bullying
Inclusion/exclusion
Differences as conflict, difference as celebration
Empathy

British and/or School Values:

Respect & Tolerance, Individual Liberty, Rule of Law & Democracy
Fellowship

PE

Real P.E./GYM Scheme –

Unit 1 - Personal
Unit 2 – Social (GYM)

Games -

Autumn 1-Netball
Autumn 2-Tag Rugby

British and/or School Values:

Individual Liberty
Joy & Fellowship

DESIGN & TECHNOLOGY

STEM unit –What sort of light will work for you?

Children will learn to think about the requirements of a light for a particular purpose in terms of:
– what it should look like and
– how it might work;
They will investigate the performance and working of existing torches, some techniques for constructing simple circuit learn about switches, batteries and light bulbs and how these can be arranged to provide lighting.

ART

'2D drawing to 3D making' – Lubaina Himid, Claire Harrup

'Activism' – Luba Lukova, Faith Ringgold, Shepard Fairey

British and/or School Values:

Individual Liberty

MUSIC

Charanga Music Scheme

I'll Be There – (The Jackson Five pop)

Classroom Jazz 2 – (blues)

British and/or School Values:

Joy

TIME
TRAVELLERS
'SANDS OF TIME'

Y6
Autumn Term
Curriculum map

Our Big Question:

What does it mean to live
a good life?

MFL: SPANISH

Language Angels Scheme:
Phonics 3
Do you have a pet?

COMPUTING

Purple Mash Scheme -
6.1 Coding
6.5 Text Adventures

Social, Moral, Spiritual, Cultural Opportunities

Remembrance Day
Anti Bullying Week
Christmas & the Nativity
Harvest Festival

British and/or School Values:
Respect and Tolerance, Individual Liberty
Joy, Integrity, Fellowship

My Happy Minds

Meet your Brain

Growth mindset and self-regulation techniques in times of stress.
To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios.
To train their brain and how it grows each time.
links between their thoughts, feelings and actions and how the thoughts they have can influence how we act.
Calming their amygdala when facing stressful thoughts or having a tough time.
How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.
How to re-frame scary challenges to become exciting opportunities

Celebrate

What their top strengths are based on completing an official survey which will rank their strengths from 1-24.
More about what each of the 24 strengths means and how they help them each day.
How to grow their strengths to help them transition and overcome challenges.

How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment.

ALL GOD'S CREATIONS

'SYSTEMS OF JUSTICE'

Y6

Spring Term Curriculum Map

Our Big Question:

What does it mean to succeed?

WRITING

Key Texts –

Clockwork by Philip Pullman
Alma
The Origin of Species by Sabina Radeba

Writing Purposes –

To entertain – setting description, suspense narrative, playscripts
To inform – biography
To persuade - brochure

READING

Complete Comprehension Units:

Unit 8 - Tin
Unit 9 – The Wonderful Wizard of Oz
Unit 10 – Welcome to Nowhere
Unit 11 – Malala Yousafzai: 'Nobel Award Is for All the Voiceless Children'
Unit 12 – The Crooked Sixpence
Unit 13 – Cogheart
Unit 14 – Alice's Adventures in Wonderland

RELIGIOUS EDUCATION

Understanding Christianity Unit:

Creation and Science: Conflicting or Complimentary? ([Creation](#))

Understanding Christianity Unit:

What difference does the resurrection make for Christians? ([Salvation](#))

Key words:

Creation
God
Contemporary
Scientific
Controversy
Conflict
Interpretations
Cosmology
Evolution

Prior knowledge:

There is much debate and some controversy around creation. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Know that Salvation is the restoration of humans' relationship with God.

The Gospels give accounts of Jesus' death and resurrection.

Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.

British and/or School Values:

[Respect & Tolerance & Individual Liberty](#)

[Joy, Integrity & Fellowship](#)

MATHS

White Rose Maths Units:

Number – (Ratio)
Number – (Algebra)
Number – (Decimals)
Number – (Fractions, Decimals and Percentages)
Measurement – (Area, perimeter and volume)
Statistics

SCIENCE

Evolution:

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (**study scientist Mary Leakey**).

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.

Living Things and their Habitats:

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 (**study scientist Libbie Hyman**).

**Scientific enquiry will run alongside all science units*

ALL GOD'S CREATIONS

'SYSTEMS OF JUSTICE'

Y6 Spring Term Curriculum Map

Our Big Question:

What does it mean to succeed?

HISTORY

Focus: Crime and Punishment

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.

British and/or School Values:

Respect & Tolerance

Fellowship

GEOGRAPHY

Focus: Crime and Punishment

Name and locate counties and cities where Anglo Saxons to the present were situated, considering their geographical regions and their identifying human and physical characteristics.

How did punishments vary depending on where you lived?

Locational knowledge - identify key physical features of areas in the UK (hills, mountains, coasts, rivers) and know how these aspects have helped to change aspects of life over time

Children will use a UK map to find and locate Nottingham and Sherwood Forest. Why would Sherwood Forest have been used by Robin Hood? How do we think this forest has changed overtime?

PSHE

JIGSAW – DREAMS AND GOALS

Personal learning goals, in and out of school
Success criteria

Emotions in success

Making a difference in the world

Motivation

Recognising achievements

Compliments

JIGSAW - HEALTHY ME

Taking personal responsibility

How substances affect the body

Exploitation, including 'county lines' and gang culture

Emotional and mental health

Managing stress

British and/or School Values:

Respect & Tolerance, Individual Liberty, Rule of Law & Democracy

Fellowship

PE

Real P.E./GYM Scheme –

Unit 3 – Cognitive (GYM)

Unit 4 – Creative

Games -

Spring 1 – REAL Dance

Spring 2 – Basketball

British and/or School Values

Individual Liberty

Joy & Fellowship

DESIGN & TECHNOLOGY

STEM unit – Create a draw-string bag

Children will learn to:

- Explore how textiles are joined and decorated;
- Investigate and analyse materials;
- Design an item and draw pattern pieces
- Measure, mark and cut fabric
- Join fabric pieces by hand sewing
- Sew hems and add design details

ART

'Brave Colour' – Olafur Eliaison

'Exploring Identity' – Yinka Shonibare

British and/or School Values:

Individual Liberty

MUSIC

Charanga Music Scheme

A New Year Carol – (Benjamin Britten classical)

Happy – (pop songs)

British and/or School Values:

Joy

ALL GOD'S CREATIONS

'SYSTEMS OF JUSTICE'

Y6 Spring Term Curriculum Map

Our Big Question:

What does it mean to succeed?

MFL: SPANISH

Language Angels Scheme:

Olympics

COMPUTING

Purple Mash Scheme –

6.3 Spreadsheet

6.2 Online Safety

6.6 Networks

Social, Moral, Spiritual, Cultural Opportunities

Chinese New Year / Inter Faith / Diwali

Online Safety Week

World Book Day

Mother's Day

British Science Week

Easter Prayer Space

British and/or School Values:

Respect and Tolerance, Individual Liberty

Joy, Integrity, Fellowship

My Happy Minds

Appreciate

How gratitude can help them think about all they have in their lives to be thankful for.
How to build their resilience by looking at when their bucket is full vs when their bucket is empty.

How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress.

To establish a new perspective on how gratitude can help them to build resilience when they face tough times

Relate

Relationship building powers i.e., how they go about making friendships today – what strengths they have here and what they can develop.

How those skills are transferable to their upcoming changing environment.

Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies.

Strategies for seeing different perspectives through role play

INTREPID EXPLORERS

'WHERE IN
THE WORLD?'

Y6

Summer Term Curriculum Map

Our Big Question:

*Are there limits to a
human quest for
knowledge?*

WRITING

Key Texts –

Pandora
The Journey by Francesca Sanna
If You Find This by Matthew Baker

Writing Purposes –

To entertain – poetry, narrative, character description
To inform – newspaper report
To persuade - letter

READING

Complete Comprehension Units:

Unit 15 – What's So Special about Shakespeare?
Unit 16 – Macbeth
Unit 17 – Deforestation for Palm Oil
Unit 18 – The Explorer
Unit 19 – Pig-Heart Boy
Unit 20 – Marius the Giraffe Killed at Copenhagen Zoo
Unit 21 – Evolution Revolution

MATHS

White Rose Maths Units:

Geometry – (Shape)
Geometry – (Position and Direction)

SCIENCE

Light:

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

**Scientific enquiry will run alongside all science units*

RELIGIOUS EDUCATION

Diocese of Peterborough Syllabus U2.9:

What does it mean for Muslims to follow God? (Islam)

Diocese of Peterborough Syllabus U2.11:

Why do some people believe in God and some not? (Non-religious/Secular)

Key words:

Qur'an
Muslim
God
Prophet
Muhammad
Ramadan
pilgrimage
mosque
sadaqah

Prior knowledge:

Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an.

Know ways in which Muslim sources of authority guide Muslim living. Show how Muslims put their beliefs into practice in different ways.

Know the terms 'theist', 'atheist' and 'agnostic'. Christians sometimes disagree about what God is like.

British and/or School Values:

Respect & Tolerance & Individual Liberty
Joy, Integrity & Fellowship

INTREPID EXPLORERS

'WHERE IN
THE WORLD?'

Y6

Summer Term Curriculum Map

Our Big Question:

*Are there limits to a
human quest for
knowledge?*

HISTORY

Focus: Mayan Civilisation

A study of a non-European society that provides contrasts with British history (AD900 Mayan vs Anglo-Saxons AD900)

Achievements
Housing
Society
Food
Entertainment
Beliefs

GEOGRAPHY

Focus: South America

Locate the world's countries, using maps to focus South America concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Focus on Mesoamerica

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

PSHE

JIGSAW – RELATIONSHIPS

Mental health
Identifying mental health worries and sources of support
Love and loss
Managing feelings
Power and control
Assertiveness
Technology safety
Take responsibility with technology use

JIGSAW – CHANGING ME

Self-image
Body image
Puberty and feelings
Conception to birth
Reflections about change
Physical attraction
Respect and consent
Boyfriends/girlfriends
Sexting
Transition
British and/or School Values:
Respect & Tolerance, Individual Liberty, Rule of Law & Democracy

PE

Real P.E./GYM Scheme –

Unit 5 – Physical
Unit 6 – Health & Fitness

Games -

Summer 1 – Athletics
Summer 2 – Cricket

British and/or School Values:

Individual Liberty, Joy & Fellowship

DESIGN & TECHNOLOGY

STEM unit – Making Bread

Children will make a bread roll that has been designed and made by them.

They will need to:

- Investigate examples of bread, flours and decoration to set a criteria;
- Design their bread product;
- Use ICT to support their investigation;
- Learn the science behind yeast;
- Make, knead, prove, shape and cook bread;
- Observe the changes that take place;
- Evaluate their work.

ART

'Take a Seat' – Yinka Ilori

'Shadow Puppets' – Lottie Reiniger, Matisse

British and/or School Values:

Individual Liberty

MUSIC

Charanga Music Scheme:

You've Got a Friend – (Carole King)

Reflect, rewind and replay – (consolidation unit)

British and/or School Values:

Joy

INTREPID EXPLORERS

'WHERE IN
THE WORLD?'

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Summer Term Curriculum Map

Our Big Question:

*Are there limits to a
human quest for
knowledge?*

MFL: SPANISH

Language Angels Scheme:
Clothes

COMPUTING

Purple Mash Scheme –
6.4 Blogging
6.7 Quizzing

Social, Moral, Spiritual, Cultural Opportunities

Earth Day
Mental Health Week
Charity Week (National)
Rainbow (Pride) Week
Sports Day
Father's Day
Muslim Visitor
PGL Residential

British and/or School Values:
Respect and Tolerance, Individual Liberty
Joy, Integrity, Fellowship

My Happy Minds

Engage

How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead.
How to recognise their concerns and define strategies to overcome them.
How they can use their strengths to leverage the opportunities that they are excited about.
How to create goals around leveraging and practising the tools they have learned as they progress through to high school