



Termly Curriculum Map

Year Group: 6

Term:	Autumn 1	Autumn 2
Topic Name	Medicine Through Time	
Key Texts	The Diary of Anne Frank The Highwayman	Florence Nightingale by Demi
Literacy	<p>Narrative:</p> <p>Children will start the academic year by studying 'A Diary of Anne Frank'. They will learn about the common features within a diary entry and then learn how to write an effective one to ensure the reader has an insight into their thoughts and feelings. They will then start exploring perspective stories through the poem 'The Highwayman' as a stimulus</p> <p>Grammar:</p> <p>Children will build on their prior grammatical knowledge by learning about relative clauses, modal verbs, adverbs, parentheses, expanded noun phrases and tenses.</p> <p>Word Reading / Comprehension:</p> <p>In reading lessons, children will continue to master their understanding of the key skills associated with VIPERS: vocabulary; inference; prediction; explanation; retrieval; and summarising.</p>	<p>Non-narrative:</p> <p>This term, children will complete their unit on perspective stories. They will write their own story from the perspective of different characters of 'The Highwayman', which was studied last term. They will then explore biographical writing which will be inspired by the book Florence Nightingale by Demi.</p> <p>Grammar:</p> <p>Children will learn about synonyms, antonyms and the subjunctive form. In addition, they will explore the grammatical structure of biographical writing and they will build on their prior knowledge of diary entries from Autumn 1 when they explore the features of other genres</p> <p>Word Reading / Comprehension:</p> <p>In reading lessons, children will continue to master their understanding of the key skills associated with VIPERS: vocabulary; inference; prediction; explanation; retrieval; and summarising.</p>
Cross-curricular writing	<p>Science:</p> <p>Non chronological report on keeping your heart healthy</p>	<p>History:</p> <p>Discussion text based on who had the biggest impact on medicine, Florence Nightingale or John Snow?</p>

<p>Maths</p>	<p>Number: place value.</p> <p>In this topic, children will: identify numbers to 10 million; compare and order numbers; round any number; and use negative numbers.</p> <p>Number: addition, subtraction, multiplication & division</p> <p>In these topics, children will: add and subtract integers; multiply up to a 4-digit number by a 2-digit number; use short division; divide using factors; use long division; identify common factors and multiples; identify prime numbers up to 100; identify square and cube numbers; BIDMAS; use mental strategies and estimation; and reason from known facts.</p> <p>Key Instant Recall Facts (KIRFs):</p> <p>Know all previous number bonds including decimals.</p> <p>(Please see our Calculation Progression document on our website for our school calculation strategies).</p>	<p>Number: fractions</p> <p>In this topic, children will: simplify fractions; identify fractions on a number line; compare and order fractions; add and subtract fractions; multiply fractions by integers; multiply fractions by fractions; divide fractions by integers; and find fractions of an amount.</p> <p>Measure: converting units</p> <p>In this topic, children will convert metric and imperial units of measure.</p> <p>Key Instant Recall Facts (KIRFs):</p> <p>Apply times table knowledge to decimals where both numbers are decimal numbers.</p> <p>E.g. knowing $4 \times 3 = 12$ can be applied to $0.4 \times 0.3 = 0.12$</p> <p>(Please see our Calculation Progression document on our website for our school calculation strategies).</p>
<p>Science</p>	<p>Biology: circulatory system</p> <p>In this topic, children will build on their knowledge of animals (including humans) that they studied in Years 3, 4 & 5. They will: identify and name the main parts of the human circulatory system; describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; and describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Their knowledge of biology will be built upon in Science in the Spring and Summer terms when they learn about living things (classification & grouping) and evolution.</p> <p>(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt).</p>	<p>Physics: electricity</p> <p>Building on their work in year 4 on electricity, pupils will construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Pupils will learn about series circuits, not parallel circuits. Pupils will be taught about the necessary precautions for working safely with electricity. Pupils will also: 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; and use recognised symbols when representing a simple circuit in a diagram.</p> <p>(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt).</p>

	Working scientifically (procedural knowledge) is taught throughout each unit. This includes: reporting findings from an enquiry; asking relevant scientific questions; gathering and recording complex information and results in a diagram; taking accurate and precise measurements using a range of scientific equipment; using results to draw conclusions; and applying scientific evidence.	
RE	<p>Christianity: People of God</p> <p>In this topic, children will: learn the story of Moses and the Exodus, including how God rescued his people from slavery in Egypt; understand that Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin; learn that Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p>	<p>Christianity: Incarnation</p> <p>In this topic, children will: learn that Jesus was Jewish; explore the idea that Christians believe Jesus is God in the flesh; look at Jesus' birth, life, death and resurrection as being part of a longer plan by God to restore the relationship between humans and God; consider what sort of Messiah God's people were expecting and how Christians believe that Jesus fulfilled these expectations; understand that Christians see Jesus as their Saviour.</p>
History	<p>Medicine Through Time</p> <p>In history, children will study an aspect or theme in British history that extends their chronological knowledge beyond 1066. This topic will be medicine through time. In this topic, children will build on their knowledge from Years 3, 4 & 5 of the Ancient Egyptians, Greeks and Romans, specifically looking at how these civilisations advanced medical practices.</p> <p>(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt).</p> <p>Working historically (procedural knowledge) is taught throughout each unit.</p>	
Computing	Children will recap the importance of online safety and how to stay safe. This will build on their knowledge that they were taught in Years 3, 4, & 5. They will then develop their knowledge of networks.	This unit of work uses the Purple Mash tool 2Blog and is designed to help children learn the basic principles of creating and maintaining a blog in a controlled and safe environment. Using 2Blog, this unit will give children a basic understanding of how to plan, create and present their own blog.
Music	All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams.	This unit of work builds on previous learning. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.
Art & DT	In art, children will explore the work of Banksy. They will develop their painting and sketching skills, particularly considering use of colour.	In DT, children will develop their understanding of how to use gears and pulleys.
MFL - Spanish	Children will learn about classroom routines and classroom objects. They will also explore greetings and clothes.	Children will learn about family and names of occupations.

PSHE	<p>Children will explore the topic about 'Being Me' and will look at: 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; and role-modelling.</p>	<p>Children will explore the topic about 'Celebrating Difference' and will explore: perceptions of normality; understanding disability; power struggles; understanding bullying; inclusion/exclusion; differences as conflict, difference as celebration; and empathy.</p>
PE	<p>This term, children will look at gymnastics in indoor PE lessons, focussing specifically on counter balance & counter tension. This will build on their knowledge of gymnastics, that they were taught in Years 3, 4, & 5.</p> <p>In terms of outdoor PE, children will be exploring adventurous activities as part of the PE Passport scheme of learning. This will build on their knowledge of adventurous activities that the children learned about in Years 4, & 5.</p>	<p>This term, children will look at dance in indoor PE lessons. This will build on their knowledge of dance, that they were taught in Years 3, 4, & 5</p> <p>Netball will be the focus in outdoor PE lessons. This will build on their prior knowledge of invasion games that they have learned about throughout the rest of the Key Stage 2 curriculum.</p>