



YEAR 6 TERM 1 CURRICULUM MAP



INVASION

This topic builds on the year 3 and year 4 HISTORY topics about Ancient Britain. There will be a brief re-cap on the Roman Invasion before moving on to more recent invaders. The unit helps consolidate the understanding of these islands as an ever changing place that has been constantly influenced by the people who have come here, first as invaders and then as settlers. The children will investigate the legacy of these peoples, identifying elements of their cultures in our lives today.

HISTORY: The historical facts that the children will learn about include: when and why the Scots came to Northern England from Ireland, where they settled and about aspects of Scots life, customs and beliefs; where the Anglo Saxons, Jutes and Frisians came from, where else they settled and why they came; the characteristic features of these groups; understand the challenges facing the early settlers and how they overcame them; that the Anglo-Saxon and Viking periods overlapped and the nature of the conflict between Saxons and Vikings including division of power; the nature of religious life before the invasion and how Christianity was accepted in these times and how it was spread; consider the legacy of Saxons and Vikings, what they left behind. The children will use a variety of historical sources, including those discovered at Sutton Hoo, and discuss how these sources can be represented and interpreted in certain ways. They will make comparisons between historical periods, explaining things that have changed and things that have stayed the same and describe historical events from different periods studied.



ENGLISH: The children will be using what they have learnt about recounts to write a diary entry as a Roman soldier. **MATHEMATICS:** The children will revise Roman numerals from year 5.

GEOGRAPHY: The children will develop their ability to understand and use maps when they look at where the invaders came from and plot their routes to Britain, they will examine the physical and human characteristics of the period and consider how the land was settled and used. The children will develop their ability to ask geographical questions and collect, record and analyse evidence before they draw conclusions relating to how different invasions have shaped the English landscape, identifying and explaining the different views that people had.

DESIGN TECHNOLOGY: The children will examine how Viking boats and castles were made before they design their own with moving oars, considering which materials and tools they will use. As part of the design process, the children will need to make precise measurements and review their design and product, making changes as required. They will be asked to review their product against the criteria they created at the start of the design process. **ART and DESIGN:** The children will learn about the Bayeux Tapestry, creating a collection of work including combining pattern, tone and shape and including both visual and tactile elements. They will need to be able to explain their chosen drawing techniques and justify their choice of materials. When studying sculpture, they will create models of Viking figureheads of a range of scales. **MUSIC:** The children will explore, select and combine a range of different sounds to compose a soundscape before they refine and improve my own work.



ENGLISH

DIARY
Examine examples of Recount texts, specifically diary writing, identifying the key features. Plan, write, edit and publish diaries written in role including one diary relating to the topic.

POETRY - IMAGERY
Analyse how poets use personification, metaphors, surreal, surprising and amusing images to communicate with their readers; write poems that begin to use a range of poetic features. Learn a range of poetry by heart.

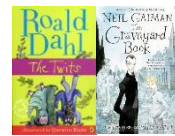
BIOGRAPHY
Read key texts *The Graveyard Book*/*The Twits*; analyse key features of auto/biographical texts and write a biography in role as characters in key texts; plan, draft, edit and review own writing against success criteria; produce own autobiography, applying key features of this genre.

ADVENTURE/MYSTERY STORIES
Read short stories of this genre and analyse key language features including flashbacks; plan, write, evaluate, edit and publish own stories.

VISIT TO CHISLEHURST CAVES TO STIMULATE DESCRIPTIVE WRITING WITHIN THEIR OWN MYSTERY STORY.

NON-CHRONOLOGICAL REPORT
Read a range of non-chronological reports: recognise the structure and language features; use information collected about a science topic to plan, draft, write and edit own report.

READING
Reading is taught in different ways, using a rich variety of texts. During writing sessions, pupils investigate a text in depth, usually linked to topic work. In guided reading sessions, children work in smaller groups, on a range of texts, these sessions are targeted to develop their reading (decoding) and comprehension skills at their individual level. As well as taking books home, a love of reading is encouraged through reading corners, author visits and celebrations of reading and literature.
The year 6 programmes of study for **VOCABULARY, GRAMMAR, PUNCTUATION and SPELLING** will also be followed.



MATHEMATICS

Review of the Year 5 Key Performance Indicators.

NUMBER AND PLACE VALUE
Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit (including using practical problems to solve); identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places; use negative numbers in context, and calculate intervals across 0 (include the use of practical number problem solving); round any whole number to a required degree of accuracy (including practical problems to solve);

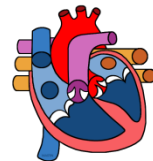
ALL FOUR OPERATIONS
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; multiply multi-digit numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication; divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context; divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, interpret remainders as whole number remainders, fractions, or by rounding, as appropriate to the context; use written division methods in cases where the answer has up to 2 decimal places; solve problems involving addition, subtraction, multiplication and division; perform mental calculations, including with mixed operations and large numbers; use their knowledge of the order of operations to carry out calculations involving the 4 operations; perform mental calculations, including with mixed operations and large numbers; solve problems which require answers to be rounded to specified degrees of accuracy; use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy; multiply one-digit numbers with up to 2 decimal places by whole numbers.

SCIENCE

THE NATURE LIBRARY
Understand the process of classification; recognise that plants can be classified in different ways and that scientists have a classification system that includes all plants; understand the differences and similarities between vertebrates and invertebrates and the main groups of vertebrates; identify what micro-organisms; plan and set up an investigation to observe how micro-organisms grow and multiply over time; using evidence, classify and name an unknown organism; consider what extinction is, identified living things at risk of extinction and apply classification skills to extinct animals.

BODY PUMP
Name the parts of the circulatory system and describe how it transports blood containing oxygen around the body; understand the heart and its main functions in the circulatory system; present and evaluate the way they have answered their questions about what blood is and what it does; explain the function of valves and the three different types of blood vessels; know why water is needed for the body to function.

OUR CHANGING WORLD
Describe examples of animal behaviour and based on their observations, suggest reasons for the behaviours and relate them to, for example, the stage of the animal's reproductive cycle, its feeding habits, and adaptations that make the animal suited to the environment in which it lives.



COMPUTING

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Work with various forms of input and output. **TouchDevelop, Appinventor, Codea, express.smarttech, Prezi, Microsoft PowerPoint.**

Solve problems by decomposing them into smaller parts; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; be discerning in evaluating digital content; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **Moodle, edmodo, AppInventor, GitHub.**

R.E.

RULES AND RESPONSIBILITIES
Consider the implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community.
BRITISH VALUES:
enable an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
CHRISTIANITY
Examine how Christmas and the Nativity have been represented through art and other media.

P.S.H.E. incl. R.S.E.

Understand the use of social media for communication between friends and appropriate and inappropriate uses of these.
Citizenship
They can identify and explain how to manage the risks in different familiar situations for example discussing issues connected to personal safety. The children will attend **JUNIOR CITIZEN.**
BRITISH VALUES: Listen to & respect other people's opinions & values; respect the cultures & beliefs of others.
RSE: Puberty and Reproduction.

P.E.

GAMES: Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills in hockey & netball; understand the positions they play and how to organise a team in netball and hockey.
GYMNASTICS: Compose individual sequences involving travel, jump, roll and balance; teach sequences to a partner; understand and use variations in speed, levels and direction when performing sequences.

ART & DESIGN
Create sketch books to record their observations and use them to review and revisit ideas when creating close observational drawings of footwear.

M.F.L.
Our School
Nuestro Colegio
Our World
Nuestro Mundo



MUSIC

Internalise short melodies; perform them by ear; perform from simple notations; compose melodic and rhythmic phrases as part of a group; listen to music and identify contrasting moods and sensations; organise and re-organise sounds into a multimedia presentation.