



Year 6



The Reddings Primary and Nursery School Curriculum Map for 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Water, water everywhere...		Hemel Hempstead		Keep Calm and Carry On!	
Theme weeks	14 weeks (7+7)		11 weeks (6+5)		13 weeks (6+7)	
English (weeks) Narrative = N Non Fiction = NF Poetry = P	N - Take one book plot, character, setting and atmosphere (4) Floodland – Marcus Sedgewick NF – Explanation (2) How are tsunamis caused? NF – Newspaper reports (Storm Desmond)		N – Take one book – The Nowhere Emporium (4) NF – Spiderwick field guide (4) NF – Persuasion – Come to Hemel Hempstead (3) N – Macbeth (3)		N – The Piano NF – Persuasive speeches (Churchill) NF – Recount – World War 2 themed (diary entries; newspaper reports) (2) N - Take One Book (5) Letters from the Lighthouse	
SPaG	Sentence constructions including use of subordinating and co-ordinating conjunctions, relative clauses and multi-clause sentences Adverbials and other cohesive devices Synonyms and antonyms		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the passive to affect the presentation of information in a sentence Use of the semi-colon, colon and dash to mark the boundary between independent clauses		Use of the passive to affect the presentation of information in a sentence Use of the semi-colon, colon and dash to mark the boundary between independent clauses Informal and formal language - the use of subjunctive forms such as If I were or Were they to come	

Maths	<p>Place value</p> <p>Addition, subtraction, multiplication and division (written and mental methods)</p> <p>Factors and multiples</p> <p>Fractions (ordering, simplifying, adding and subtracting)</p>	<p>Fractions, decimals and percentages</p> <p>Formal multiplication and division</p> <p>Properties of 2d and 3d shapes</p> <p>Area of shapes</p>	<p>Algebra (BODMAS)</p> <p>Formal division</p> <p>Area and perimeter</p> <p>Angles</p> <p>Reflection and translation</p> <p>Fractions (multiplying and dividing)</p>	<p>Ratio and proportion</p> <p>Volume</p> <p>Measures</p> <p>Statistics</p> <p>Averages</p> <p>Algebra (sequences)</p>	<p>Revision and preparation for SATs</p>	<p>Investigations and mixed problem solving</p>
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<p>Science Pupils should be taught to:</p>	<p>Animals (Including Humans)</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and 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 • describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Evolution & Inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Living Things & Habitats</p> <p>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.</p>	<p>Animals (Including Humans) Reproduction & Puberty</p> <p>reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</p>	<p>Electricity</p> <ul style="list-style-type: none"> • 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 <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Light</p> <ul style="list-style-type: none"> • 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 <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
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<p>Computing Pupils should be taught to:</p>	<p>Information Models</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Staying Connected</p> <p>Co2/1.4 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</p> <p>Co2/1.6 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.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Sound Works</p> <p>Co2/1.6 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.</p>
<p>History Pupils should be taught about:</p>		<p>A history of Hemel Hempstead</p> <p>Local history study</p> <p>2.1 b. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>	<p>World War 2</p> <p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p>2.2 d. a significant turning point in British history, for example, the first railways or the Battle of Britain</p>

<p>Geography Pupils should be taught to:</p>	<p>The Water Cycle, rivers and extremes of weather</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Human geography Including: types of settlement and land use, economic activity including [...] water</p> <p>Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). and understand how some of these aspects have changed over time</p>		<p>Physical and human geography of Hemel Hempstead</p> <p>Geographical Skills use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>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</p> <p>Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>			
<p>P.E Pupils should be taught to:</p>	<p>Football Basketball</p>	<p>OAA Tag Rugby</p>	<p>Gymnastics Indoor Athletics</p>	<p>Basketball Dance</p>	<p>Kiwk Cricket Tri Golf Athletics Swimming</p>	<p>Rounders Tennis Athletics Swimming</p>

<p>Art Pupils should be taught:</p>	<p>Painting – Monet’s water paintings</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>				<p>Drawing – The work of L.S Lowry</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Recognise and develop ideas using different or mixed media, using a sketchbook.</p>	
<p>DT Pupils should be taught to:</p>	<p>Food</p> <p>Gingerbread Houses</p>		<p>Pulleys and gears</p> <p>Making model cars</p>		<p>Electrical systems</p> <p>Lighthouse nightlights</p>	
<p>Music Pupils should be taught to:</p>	<p>I’ll be there</p>	<p>Jazz stage 2</p>	<p>New Year Carol</p>	<p>Happy</p>	<p>You’ve got a friend</p>	<p>Reflect, replay and rewind</p>

<p>RE (HERTS agreed syllabus)</p>	<p>Christian and Buddhist Beliefs and Practices The Buddha</p> <p>2:1 describe the key aspects of religions and traditions that influence the beliefs and values of others;</p> <p>2:5 identify and begin to describe the similarities and differences within and between religions</p>	<p>Christmas</p> <p>2:12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities</p>	<p>Expressing Faith in Art, Drama and Song</p> <p>2:8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers</p>	<p>The Importance of Jesus to Christians</p> <p>2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today</p>	<p>Ideas about God Human responsibility for the Environment Suffering</p> <p>2:21 the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life</p> <p>2:22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</p> <p>2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p> <p>2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	
<p>Languages Pupils should be taught to:</p>	<p>Intermediate Language – Family</p>	<p>Progressive Language – At School</p>	<p>Progressive Language – Habitats</p>	<p>Progressive Language – Healthy Lifestyles</p>	<p>Irregular Verbs</p>	<p>Progressive Language – WW2</p>
<p>Curriculum Enrichment</p>						