

2019-20 Y6 long-term map

	Autumn	Spring	Summer
English	<p>River Deep, Mountain High</p> <p>Rivers/mountains</p> <p>Window – Jeanne Baker</p> <p>Floodland – Marcus Sedgewick (book study – multiple genres: newspaper reports; non-chron about global warming; narrative that uses dialogue)</p> <p>(Flood – Alvaro F. Villa)</p> <p>Non-chronological reports about a famous natural disaster (2004 south Asian tsunami? Storm Dorian 2019?)</p>	<p>Who do you think we were?</p> <p>Evolution</p> <p>The Arthur Spiderwick Field Guide (multiple genres)</p> <p>Moth – Isabel Thomas</p> <p>What Mr Darwin Saw – Mick Manning (Recount; diary writing; formal letters)</p>	<p>Keep Calm and Carry On!</p> <p>WW2</p> <p>Book study (multiple genres):</p> <p>Letters from the Lighthouse – Emma Carroll</p> <p>Carrie’s War – Nina Bawden</p> <p>When Hitler Stole Pink Rabbit – Judith Kerr</p>
SPAG	<p>Sentence constructions including use of subordinating and co-ordinating conjunctions, relative clauses and multi-clause sentences</p> <p>Adverbials and other cohesive devices</p> <p>Synonyms and antonyms</p>	<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>	<p>Use of the passive to affect the presentation of information in a sentence</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Informal and formal language - the use of subjunctive forms such as If I were or Were they to come</p>

Maths	Place Value Multiply and Divide by 10, 100 and 1,000 Mental Calculation Strategies Problem Solving with Four Operations Factors, Multiples and Primes Equivalent Fractions Comparing and Ordering Fractions Adding and Subtracting Fractions Fraction and Decimal Equivalents Fractions, Decimals and Percentages Calculating Percentages	Formal Written Method of Multiplication Area of parallelograms and triangles Formal Written Method of Short Division Properties of Shape	Algebra (BODMAS) Formal division Area and perimeter Angles Reflection and translation Fractions (multiplying and dividing)	Ratio and proportion Volume Measures Statistics Averages Algebra (sequences)	Revision and preparation for SATs	Investigations and mixed problem solving
History	<u>Characteristics of events/ people inc. changes over time</u> To describe characteristic features of past societies and periods, and to identify changes within and across a range of different periods			<u>Vocab</u> Vocabulary and phrases of past and present, To include, ancient', modern', 'BC and 'AD' and 'century. <u>Chronology</u> To have a chronologically secure knowledge of the events studied and how they fit into a wider		

		<p>To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes, recognising that not everyone shares the same views and feelings</p> <p><i>To put Darwin's Theory of Evolution within a Historical context; what was society like then, how did he change views, what new changes have been made?</i></p>	<p>chronological context, making comparisons between a wide range of different lives in history</p> <p><u>Characteristics of events/ people inc. changes over time</u> To describe characteristic features of past societies and periods, and to identify changes within and across a range of different periods</p> <p>To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes, recognising that not everyone shares the same views and feelings</p> <p><u>Sources</u> To know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Then, using their knowledge using their knowledge and understanding, to begin to evaluate sources of info and begin to identify those that are useful for particular tasks.</p> <p>To note connections, contrasts and trends over time</p> <p>To be able to ask and address historically valid questions about change, cause, difference, similarities and significance, across the period studied and a wider period of time.</p> <p>To produce structured work, making appropriate use of dates and terms in order to answer</p>
--	--	---	--

			historical questions posed to them- using dates and historical terms
Geography	<p>PLACE KNOWLEDGE</p> <p>North America – The Rocky mountains and the Mississippi river</p> <p><u>Map work-locational</u> Use map, atlas and globe to locate the world's countries including North and South America, China, India, Africa. Focus- environmental regions of N America</p> <p><u>Fieldwork</u> To use fieldwork to observe, measure, record and present features (using sketch maps, plans, graphs and digital technologies) of rivers.</p> <p>To use research skills to describe and understand mountains and the water cycle. To present research using a range of methods including digital technologies.</p> <p>To use fieldwork, maps, atlases and research, to understand the geographical similarities and differences between UK and a region of a North American Country.</p> <p><u>Compass and Map work</u> To use 8 point compass skills and 6 figure grid references, symbols and key to build their knowledge of the wider world</p> <p><u>Human and Physical skills</u> To understand the key physical and human characteristics of the countries within North America.</p>	<p><u>Map skills –locational</u> Revision</p> <p>Use map, atlas, globe and digital/ computer mapping to locate positions of latitude, longitude, Equator, tropic of Cancer and Capricorn, Arctic and Antarctic + Greenwich Meridian and timezones</p> <p>-As related to Islands of importance in the story of evolution</p>	<p><u>Map work-locational</u></p> <p>Locating participating countries on the map</p> <p><u>Compass and Map work</u></p> <p>Use maps, atlases and digital computer mapping + historical maps</p> <p>And 6 figure grid references to locate places / battles of significance on an OS map</p>

	To be able to locate and discuss key topographical features (inc hills, mountains, coasts and rivers) and how they have changed over time		
Science	<p><u>Living Things & Habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristic</p> <p><u>Animals (Including Humans)</u> 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>	<p><u>Evolution & Inheritance</u> 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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><u>Animals (Including Humans)</u> Reproduction & Puberty 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><u>Electricity</u> 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.</p> <p><u>Light</u> 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.</p>
RE	<p>Celebrations and key events in life Pupils investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity. They develop an understanding of key Christian concepts (annunciation, incarnation, temptation,</p>	<p>Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. They examine challenges, commitments</p>	<p>Sacred texts and stories, their guidance and impact Pupils interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart</p>

<p>resurrection, salvation and ascension) enquiring into how God can be different things to different people. They reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas and how Humanists mark rites of passage) and question how and why festivals and events are valued by some, and not others.</p> <p>Symbolic ways of expressing meaning Pupils explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). They explore how artefacts and symbolic actions communicate different meaning to individuals. They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions. Pupils examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).</p> <p>Exploring annunciation in a sacred and secular Christmas</p>	<p>and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) and the internal diversity of responses. They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today (e.g. what defines us and what is our purpose?). Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p> <p>Communicating beyond prayer and sacred spaces Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. Considering what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression. They learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.</p> <p>The significance of Salvation <i>What did Jesus do to save human beings?</i></p>	<p>of different traditions and communities. They consider how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?). They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities.</p> <p>Taking responsibility for living together, values and respect Pupils use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. They develop their understanding of responsibility and social justice and question why and how we should care. Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon. Pupils ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice. <i>What did Jesus do to save human beings?</i></p> <p>Different ideas about God and gods, creation and ultimate questions Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the</p>
--	--	---

			<p>questions of creation and the beginnings of life on Earth, debating the relationship /conflict between creation and science. Pupils develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions. When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers.</p> <p><i>What does it mean if God is holy and loving? 'Creation and Science' contradictory or complementary?</i></p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p>Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. Pupils develop their thinking about why and how some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). Focusing on the lives of children in pre-Holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation). Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions. They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p>
--	--	--	---

			<i>How can following God bring freedom and justice?</i>			
Art	Painting – Artists who paint water to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Demonstrate a wide variety of ways to make different marks with dry and wet media.		3D Form – clay dragons’ eyes		Printing – on paper and fabric Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Recognise and develop ideas using different or mixed media, using a sketchbook.	
DT	Electrical Systems – a flood warning system		Pulleys and Gears / Levers and Linkages		Food – linked to WW2 and rationing	
Music	Happy	Classroom Jazz 2	New Year Carol	Music and Identity	You’ve got a friend	Reflect, replay and rewind
PE	Tennis Tag rugby	Gymnastics Yoga	Basketball Dance	Fitness OAA	Cricket Swimming	Athletics Swimming
MFL	Intermediate Language – Family	Progressive Language – At School	Progressive Language – Habitats	Progressive Language – Healthy Lifestyles	Irregular Verbs	Progressive Language – WW2
Curriculum enrichment	River study	Cinema trip		Pizza Express	Possible residential	