



Year 6



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

	Autumn 1	Autumn 2
15 weeks (7 +7)		
English (weeks) Narrative = N Non Fiction = NF Poetry = P	N - Tuesday by David Wiesner (4) N – Wisp by Zana Fraillon (3) NF – Planetarium by Raman Prinja (4) F – Night of the Gargoyles by Eve Bunting (3)	
Maths	Place value Addition, subtraction, multiplication and division (written and mental methods) Factors and multiples	Fractions (ordering, simplifying, adding and subtracting) Formal multiplication and division Statistics
Science Pupils should be taught to:	Electricity <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 use recognised symbols when representing a simple circuit in a diagram. 	Forces (Year 5 catch-up) <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Computing Pupils should be taught to:	Soundworks <ul style="list-style-type: none"> 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. 	
Geography Pupils should be taught to:	Volcanoes and Earthquakes <ul style="list-style-type: none"> use a 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 use research skills to describe and understand mountains, <u>volcanoes</u>, <u>earthquakes</u> and the water cycle. To present research using a range of methods including digital technologies use an 8 point compass skills and 6 figure grid references, symbols and key to build their knowledge of the wider world locate and name counties within UK, countries of Europe, North and South America, China and India (revision) 	

<p>P.E Pupils should be taught to:</p>	<p style="text-align: center;">Football Tennis</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p style="text-align: center;">Tag Rugby OAA</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team
<p>Art Pupils should be taught:</p>		
<p>DT Pupils should be taught to:</p>	<p style="text-align: center;">More complex switches</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	
<p>Music Pupils should be taught to:</p>		<p style="text-align: center;">Classroom Jazz 2</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> • develop an understanding of the history of music.
<p>RE (HERTS agreed syllabus)</p>		<p style="text-align: center;">Celebrations and key events in life</p> <p>Pupils investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity.</p> <p style="text-align: center;">Symbolic ways of expressing meaning</p> <p>Pupils explore and compare how different religions and worldviews express their beliefs through the arts</p> <p style="text-align: center;">Exploring annunciation in a sacred and secular Christmas (UC2b.4 Digging deeper Was Jesus the Messiah?)</p>
<p>Languages Pupils should be taught to:</p>	<p>Intermediate Language – Family</p>	<p>Progressive Language – At School</p>

Curriculum Enrichment	
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