



The Reddings Primary and Nursery School- Curriculum Map for Summer 2021 Year 6

Subject	Summer 1	Summer 2
English	<p>The Arthur Spiderwick Field Guide (Non-Chronological reports)</p> <p>Beyond the Lines (Recounts: war letters; diary entries)</p>	Floodland – Marcus Sedgwick (narrative)
Maths	<p>Fractions</p> <p>Ratio and Proportion</p> <p>3D shape and volume</p> <p>Statistics</p> <p>Conversion of measures</p>	<p>Constructing pie charts</p> <p>Further statistics</p> <p>Algebra</p> <p>Preparing for KS3</p>
History	<p>Hi2/2.2 Extended chronological study – Second World War</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>To what extent were the Battle of Britain and the Blitz significant turning points in British history?</p>	
Science		<p style="text-align: center;">Sc6/2.2 Animals including humans</p> <p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>



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<p>RE</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 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>Reflecting on ethics, what is right and wrong, just and fair 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>	
<p>Jigsaw</p>	<p>Relationships Mental health Love and loss Managing feelings Power and control Assertiveness Technology safety</p>	<p>Changing Me Self-image and body image Puberty and feelings Conception and birth Respect and consent Physical attraction Boyfriends/girlfriends</p>



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Art	Henry Moore (fine line drawing and sketching) Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.	
DT		DT2/2.1 Cooking & Nutrition DT2/2.1a understand and apply the principles of a healthy and varied diet DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients
MFL		



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Music	You've Got A Friend – Carole King Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations	
PE	Athletics PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Rounders Athletics PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending