



Year 6



The Reddings Primary and Nursery School Curriculum Map for 2021-2022

	Autumn	Spring	Summer
English	<p>Wisp: A Story of Hope – Zana Fraillon (narrative)</p> <p>Night of the Gargoyles – Eve Bunting (narrative)</p> <p>Wallace and Gromit’s Cracking Contraptions – Derek Smith (explanation)</p> <p>Floodland – Marcus (mixed genres; narrative final outcome)</p>	<p>What Mr Darwin Saw – Mick Manning (mixed recounts; narrative)</p> <p>“Visit the Galapagos (persuasive writing)</p> <p>The Arthur Spiderwick Field Guide – Holly Black (non-chronological report)</p>	<p>The Nowhere Emporium – Ross Mackenzie</p> <p>Letters from the Lighthouse – Emma Carroll (mixed genres)</p> <p>Macbeth – William Shakespeare (mixed genres)</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>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>Informal and formal language - the use of subjunctive forms such as If I were or Were they to come</p>		

<p>Maths</p>	<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>Statistics</p> <p>Pie Charts</p> <p>Further algebra</p> <p>Preparation for KS3</p>
<p>Science</p> <p>Pupils should be taught to:</p>	<p>Animals (Including Humans)</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Evolution & Inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <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</p>	<p>Electricity</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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> <p>use recognised symbols when representing a simple circuit in a diagram.</p> <p>Light</p> <p>recognise that light appears to travel in straight lines</p> <p>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</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</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>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> <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>
<p>Computing Pupils should be taught to:</p>	<p>Information Models</p> <p>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>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Programming with variables</p> <p>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>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>		

	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		
<p>History Pupils should be taught about:</p>		<p>A history of Hemel Hempstead I can use vocabulary and phrases of past and present (to include, ancient', modern', 'BC and 'AD' and 'century).</p> <p>I can describe characteristic features of past societies and periods, and identify changes within and across different periods</p> <p>I can describe some of the main events, people and changes of the event/ people studied and give reasons for, and results of, the main events and changes, recognising that not everyone shares the same views and feelings I have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between a wide range of different lives in history</p> <p>I know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>I can use my knowledge and understanding to begin to evaluate sources of info and begin to identify those that are useful for particular task</p> <p>I can ask and address historically valid questions about change, cause,</p>	<p>World War 2</p> <p>I can describe characteristic features of past societies and periods, and identify changes within and across different periods</p> <p>I can describe some of the main events, people and changes of the event/ 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 have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between a wide range of different lives in history</p> <p>I know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>I can use my knowledge and understanding to begin to evaluate sources of info and begin to identify those that are useful for particular task</p> <p>I can ask and address historically valid questions about change, cause, difference, similarities and significance,</p>

		<p>difference, similarities and significance, across the period studied and a wider period of time.</p> <p>I note connections, contrasts and trends over time</p> <p>I can produce structured work, making appropriate use of dates and terms in order to answer historical questions using dates and historical terms</p>	<p>across the period studied and a wider period of time.</p> <p>I note connections, contrasts and trends over time</p> <p>I can produce structured work, making appropriate use of dates and terms in order to answer historical questions using dates and historical terms</p>
<p>Geography Pupils should be taught to:</p>	<p>Extreme Earth</p> <p>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</p> <p>Locate and name countries of Europe, North and South America and Asia and famous physical landmarks (volcanoes)</p> <p>Use fieldwork to observe, measure, record and present features (using graphs and digital technologies) of volcanoes, earthquakes and how these have changed land patterns over time</p> <p>Develop research skills to describe and understand volcanoes and earthquakes</p> <p>Use an 8 point compass skills and 6 figure grid references, symbols and key to build their knowledge of the wider world</p>		

<p>P.E Pupils should be taught to:</p>	<p>Tag Rugby; Tennis; Netball play competitive games and apply basic principles suitable for attacking and defending</p> <p>OAA take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Hockey; Volleyball play competitive games and apply basic principles suitable for attacking and defending</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Gymnastics develop flexibility, strength, technique, control and balance</p> <p>Dance perform dances using a range of movement patterns</p>	<p>Swimming swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p> <p>Badminton play competitive games</p> <p>Athletics develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Art Pupils should be taught:</p>	<p>3D Form (Clay) 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 [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>Printing Glue resist batik. 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 [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>Painting and drawing 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 [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>

<p>DT Pupils should be taught to:</p>	<p>Pulleys and Gears</p> <p>work with a range of tools, materials, equipment, components & processes with some precision</p> <p>test & evaluate products, showing that they understand the situations in which their designs will have to function & demonstrate awareness of resources as a constraint.</p> <p>evaluate products & use of information sources.</p>	<p>Complex circuits and switches</p> <p>clarify ideas through discussion, drawing & modelling.</p> <p>Use their understanding of the characteristics of familiar products when developing & communicating their own ideas.</p> <p>work from their own detailed plans, modifying them where appropriate.</p> <p>check their work as it develops & modify their approach in the light of progress.</p> <p>test & evaluate products, showing that they understand the situations in which their designs will have to function & demonstrate awareness of resources as a constraint.</p> <p>evaluate products & use of information sources.</p>	<p>Food</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
<p>Music Pupils should be taught to:</p>	<p>Happy</p> <p>Listen to others and be aware of how they fit into the group</p> <p>Play a musical instrument with the correct technique within the context of the Unit song. To rehearse and perform their part within the context of the Unit song.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation</p>	<p>You've Got A Friend</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>Explain the keynote or home note and the structure of the melody.</p>	<p>Music and Me</p> <p>Listen to others and be aware of how they fit into the group</p> <p>Play a musical instrument with the correct technique within the context of the Unit song. To rehearse and perform their part within the context of the Unit song.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation</p>

	<p align="center">Classroom Jazz 2</p> <p align="center">Improvise using up to five notes</p>	<p align="center">Record the composition in any way appropriate that recognises the connection between sound and symbol</p>	
<p>RE (HERTS agreed syllabus)</p>	<p>Celebrations and key events in life</p> <p>Symbolic ways of expressing meaning</p> <p>Exploring the annunciation in a sacred and secular Christmas</p>	<p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>The significance of Salvation</p>	<p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p>
<p>Languages</p>	<p align="center">Phonetics 1-4</p> <p align="center">Presenting Myself</p>	<p align="center">Do I have a pet?</p> <p align="center">What is the date?</p> <p align="center">Or weather?</p>	<p align="center">My House</p> <p align="center">School</p>
<p>JIGSAW (PHSE)</p>	<p align="center">Being Me in My World</p> <p align="center">Celebrating Difference</p>	<p align="center">Dreams and Goals</p> <p align="center">Healthy Me</p>	<p align="center">Relationships</p> <p align="center">Changing Me</p>
<p>Curriculum Enrichment</p>			