

# Longmoor Community Primary School – Year 6 Curriculum Map

Updated November 2020



## The Core Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
English (Liverpool)	<b>Focus</b>	<b>The Girl Who Stole and Elephant</b> <i>Nizrana Farook</i>  Story Writing/ Flashback	<b>Festivals of Light</b>  Journalistic Writing	<b>No Ballet Shoes in Syria</b> <i>Catherine Bruton</i>  Internal monologues/ Story Writing	<b>Thornhill</b> <i>Pam Smy</i> Flashbacks Diaries/ letter writing Formal/ informal writing	<b>Once</b> <i>Morris Gleitzman</i>  Balanced Arguments	<b>Holes</b> <i>Louis Sachar</i>  Non Chronological Reports/ Biography		
	<b>Spelling (NNS)</b>	<ul style="list-style-type: none"> <li>Strategies at the point of writing</li> <li>Words with the /i:/ sounds spelt ie after c</li> <li>Words ending in -able and -ible</li> <li>Words ending in -cious or -tious</li> <li>Use of the hyphen</li> <li>Proofreading – personal lists</li> <li>Practising of Year 5/6 spellings</li> </ul>		<ul style="list-style-type: none"> <li>Strategies at the point of writing</li> <li>Words containing the letter strong 'ough'</li> <li>Words with silent letters</li> <li>Words ending in -ial</li> <li>Words ending in -ant, -ance/-ancy, -ence/-ency</li> <li>Proofreading – checking from another source</li> <li>Practising of Year 5/6 spellings</li> </ul>		<ul style="list-style-type: none"> <li>Strategies at the point of writing</li> <li>Homophones and other words that are often confused</li> <li>Words ending in -able and -ible</li> <li>Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>Practising of Year 5/6 spellings</li> </ul>			
	<b>GPS</b>	<b>Recapping all KS2 objectives.</b>  <b>Word</b> <ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing including passive voice and subjunctive forms</li> <li>Converting nouns or adjectives into verbs using suffixes</li> </ul>		<b>Sentence</b> <ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence</li> <li>Using perfect form of verbs to mark relationships of time and cause</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Modal verbs or adverbs to indicate degrees of possibility</li> <li>Using relative clauses beginning with who, which, where, when, whose or that</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing including question tags and use of the subjunctive forms.</li> </ul>		<b>Text</b> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis.</li> <li>Layout devices</li> </ul>		<b>Punctuation</b> <ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity.</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>Use of colon to introduce a list and use of semi-colons within lists</li> <li>Bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity</li> </ul>	
	<b>Oracy</b>	Ongoing opportunities to develop children's skills in speaking & listening, including (but not limited to) debating, performance, drama and film-making.							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths (Lancashire)	Place Value  Decimals  Mental and written addition & subtraction  Geometry (2D and 3D shapes)  Mental and written division  Mental and written multiplication	Fractions  Fractions, percentages, ratio and proportion  Geometry (angles) and statistics (pie charts)  Measurement (length, perimeter and mass)  Measurement (area and volume)  Assess and review	Place value – sequences and coordinates  2D shape, coordinates, translation and reflection *  Measurement (temperature) and statistics (mean)  Calculating with fractions  Mental and written division  Mental and written multiplication	Mental and written addition and subtraction  Measurement, ratio and proportion  Geometry (2D and 3D shape)  Area, perimeter and volume of shape  Statistics (line graphs and pie charts)  Assess and review	Place value – decimals and fractions  Mental and written calculation  Calculating fractions, ratio and proportion  2D shape, coordinates, translation and reflection  Algebra and sequences	Measurement (mass and volume/ capacity)  Mental and written calculation  Fractions  Place value and decimals  Geometry (2D and 3D shape)  Assess and review
Science	<b>Evolution and Inheritance</b> <i>(interdependence and adaption)</i>		<b>Living Things</b> <i>(microorganism and classification)</i>		<b>Electricity</b> <i>(changing circuits)</i>	<b>Light</b> <i>(how we see things)</i>

# The Foundation Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	CS (Computer Science)	<b>Online Safety Dilemmas:</b> In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face everyday online and asked to produce a series of “what to do” videos to explain how to cope online		<b>Chicken Run - Crossy Roads:</b> The children will create their own version of the popular app Crossy Roads using visual coding. They will learn about decomposition and how to evaluate games.		<b>VR Worlds:</b> The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world.	
	IT & DL	<i>Throughout the curriculum, children will be given ample opportunity to use technology to enhance learning. This includes using the internet and online communication for different purposes, recognising and evaluating types of information, understanding why computer networks are important and deciding which technology is best for a given purpose.            Through wider-curriculum subjects, children will use multimedia (including text, photo, video and sound) to present information in a variety of ways. They will select, use and combine appropriate technology tools (both online and offline) to create and share ideas – they will review and improve their own work and the work of others.</i>					
Music	<b>Happy - Charanga</b> <i>(focus on instruments and composing)</i>	<b>Singing – Christmas songs</b>	<b>Classroom Jazz 2 – Charanga</b> <i>(focus on instruments and composing)</i>	<b>Reflect and rewind on pieces of music</b>	<b>You’ve got a friend - Charanga</b> <i>(singing, instruments and composing)</i>	<b>Specialist Singing Tuition</b>	
Humanities	<b>GEOGRAPHY</b> Study of a non-urban location (Castleton, Peak District)	<b>HISTORY</b> The Industrial Revolution	<b>GEOGRAPHY</b> Study of a North American region (New York State/New York City)	<b>HISTORY</b> Islamic Civilisation		<b>HISTORY</b> Battlefront	
Foreign Languages	<b>Spanish</b> <i>(taught by Mrs. James)</i>						
PE	<b>Specialist Coaching by EiTC (Everton in the Community)</b>						
	<b>Gymnastics (Beth Tweddle’s Academy)</b> <b>Swimming</b>		<b>Games/ Athletics</b> <b>Dance</b>		<b>Athletics</b> <b>Swimming (specialist provision)</b>		
RE	<b>What do people believe?</b> <b>Sacred Texts</b>		<b>Places of Worship</b> <b>Signs and Symbols</b>		<b>Belonging to a Faith Community</b> <b>Milestones within Religions</b>		
Art	<b><u>Drawing/Painting/Printing/Photography</u></b> <b>British Pop Art</b> Richard Hamilton, Sir Peter Blake, David Hockney		<b><u>Collage/Textiles</u></b> <b>British Pop Art</b> David Hockney, Richard Hamilton	<b><u>3D Art</u></b> <b>British Pop Art</b> Eduardo Paolozzi	<b><u>3D Art</u></b> <b>Modern British Sculpture</b> Jacob Epstein, Henry Moore, Barbara Hepworth		

<b>DT</b>	<b>Textiles, including CAD</b>	<b>Mechanisms</b>	<b>Cooking &amp; Nutrition</b>
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## **The Keeping Safe & Healthy Curriculum**

*The 'Keeping Safe & Healthy' curriculum incorporates PSHE along with relationships education, elements of safeguarding and eSafety. It also has strong links to SMSC and the understanding & promotion of British Values. We take advantage of opportunities to deliver this curriculum with other curriculum subjects wherever possible and use the services of other professionals, theatre companies and charitable organisations to help develop these vital messages.*

<b>Autumn – Health and Wellbeing</b>	<b>Spring – Relationships</b>	<b>Summer – Living in the Wider World</b>
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<p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> <li>• Images in the media and reality and how this can affect how people feel.</li> <li>• Risks and effects of drugs.</li> </ul> <p><u>Growing &amp; Changing</u></p> <ul style="list-style-type: none"> <li>• Recognising what we are good at, setting goals &amp; aspirations.</li> <li>• Changes in puberty, reproduction, roles &amp; responsibilities of parents.</li> </ul> <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> <li>• Independence, increased responsibility, keeping safe, influences on behaviour, resisting pressure, the right to protect our body and speaking out.</li> <li>• Who is responsible for our health and safety? Where can I get help and advice?</li> </ul> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> <li>• Risks of using the internet (grooming &amp; addiction)</li> </ul> <p><u>Whole-School Foci</u></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Week</li> <li>• Road Safety Week</li> <li>• Fire Safety</li> </ul>	<p><u>Feelings and Emotions</u></p> <ul style="list-style-type: none"> <li>• Confidentiality and when to break a confidence.</li> <li>• Managing 'dares'.</li> </ul> <p><u>Healthy Relationships</u></p> <ul style="list-style-type: none"> <li>• Different types of relationships, positive and healthy relationships, recognising when a relationship is unhealthy, committed &amp; loving relationships, marriage.</li> <li>• Acceptable and unacceptable physical touch, personal boundaries and the right to privacy.</li> </ul> <p><u>Valuing Differences</u></p> <ul style="list-style-type: none"> <li>• Listening to others, raising concerns and how to challenge.</li> <li>• What makes people the same or different, recognising and challenging stereotypes, discrimination and bullying.</li> </ul> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> <li>• What is cyberbullying? (including digital footprints)</li> </ul> <p><u>Whole-School Foci</u></p> <ul style="list-style-type: none"> <li>• Safer Internet Day</li> <li>• CSE Awareness Day (PANTS underwear rule)</li> <li>• Children's Mental Health Week</li> </ul>	<p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> <li>• Discuss and debate health and wellbeing issues.</li> <li>• Human rights; the rights of child; cultural practices and British law.</li> <li>• Being part of a community; groups that support communities.</li> <li>• Being critical of what is in the media and what they forward to others.</li> </ul> <p><u>Environment</u></p> <ul style="list-style-type: none"> <li>• How resources are allocated; effect of this on individuals; communities and environment.</li> </ul> <p><u>Careers and Money</u></p> <ul style="list-style-type: none"> <li>• Career aspirations and pathways (University visits-linked to Aim High). Enterprise; setting up an enterprise.</li> </ul> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> <li>• Risks in online gaming and protecting yourself</li> </ul> <p><u>Whole School Foci</u></p> <ul style="list-style-type: none"> <li>• Railway Safety</li> <li>• Beach Safety</li> <li>• Sun Safety</li> <li>• 'When I Grow Up...' Week (Careers Education)</li> </ul>
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