


# Beam County Primary School Year 6 Curriculum Map 2020 – 2021

	Autumn	Spring	Summer
<b>Literacy</b>  	<p>Recovery – Wellbeing Unit  <b>'I am me' Poetry Unit</b>  Focus and discuss who we are as individuals, focus on what makes us unique. Explore features of a poem. Write own I am me poem.</p> <p><b>#Protecttheyouth image and Greta Thunberg</b>  Discussion on key events based on prejudice and discrimination. Focus on key features of a speech. Write own speech based on key events in the world, using Greta as a WAGOLL.</p> <p>Narrative: Suspense writing  White crow, Bone Keeper, Suspense images</p> <p>Expose children to a range of suspense/ horror stories. Examine how authors have built suspense (read as a writer) and the techniques used analysing and critiquing impact. Explore techniques used:  repetition  show not tell  literary skills - figurative language  rule of three  Use to build skills in suspense  Magpie, plan and write own piece of suspense.</p>	<p><b>Fairy tale topic</b>  Narrative: Twist on a traditional Fairytale. Expose children to a range of fairytales. Examine how authors have plotted and sustained the story. WAGOLL – look at features on how to move the story forward. Plan and write own fairytale story.</p> <p>Non- fiction- Letter writing (persuade)  To explore a range of persuasive letters, focusing on language style. BASED ON FAIRYTALE</p> <p>Non-fiction: Recount: Diary  Understand features and purpose of diary writing. Plan and write own recounts. BASED ON FAIRYTALE</p> <p>Non-fiction: Monologue/Blog  Understand features and purpose of monologue. Choosing different perspectives from story/diary/letter.</p>	<p>Poetry: The Power of Imagery. Finding a Voice - Significant children's authors and poets  Explore poems with imagery, effectiveness, use of language features to create images. Plan and write own poem/description.</p> <p>Narrative: different authors and their treatments of the same theme  Compare and contrast authors' use of similar themes, effect this has as a reader.</p> <p>Narrative: Classic Novels (transition unit)  Children will examine The Hobbit focusing on effective language techniques used by the author. How Tolkien explores themes such as good V evil.</p>

<p><b>Maths</b></p>	<p>Number, place value. Addition and subtraction.</p> <p>Read, write, order and compare whole numbers and decimals.</p> <p>Develop and use effective mental strategies for both whole numbers and decimals.</p> <p>Using estimation to check calculations.</p> <p>Solve addition and subtraction calculations. Formal methods of columnar.</p>	<p>Addition, subtraction, multiplication and division. Fractions, percentages.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Fractions (including decimals and percentages)</p>	<p>Geometry</p> <p>Perimeter and area</p> <p>Pupils will relate the area of rectangles to parallelograms and triangles, for example, by dissection, and calculate their areas, understanding and using the formulae (in words or symbols) to do this.</p> <p>Pupils draw shapes and nets accurately.</p> <p>Pupils explain how unknown angles and lengths can be derived from known measurements.</p>	<p>Conversions and measurements</p> <p>Solving word problems</p> <p>Pupils know approximate conversions and are able to tell if an answer is sensible</p> <p>Pupils connect conversion (for example, from kilometers to miles) to a graphical representation as preparation for understanding linear/proportional graphs.</p> <p>Solve problems involving the calculation and conversion of units of measure.</p> <p>Pupils use their understanding of the relationship between unit fractions and division to work</p>	<p>Ratio and proportion</p> <p>Algebra</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison (ratio-proportion).</p> <p>Algebra: use simple formulae</p> <p>generate and describe linear number sequences.</p> <p>express missing number problems algebraically.</p> <p>find pairs of numbers that satisfy an equation with two unknowns.</p> <p>enumerate possibilities of combinations of two variables.</p>	<p>Applying mathematical knowledge to real world</p> <p>Children will complete many maths investigations, applying knowledge they have collected over their primary curriculum.</p>
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<b>Science</b>	<p><b>Electricity</b> (Danger! Low voltage!)</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use recognised symbols when representing a simple</li> </ul>	<p><b>Light</b> (Light up your world)</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognise that light appears to travel in straight lines</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use the idea that light travels in straight</li> </ul>	<p><b>Living things and their habitats</b> (The nature library)</p> <p><b>Pupils should be taught to:</b></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</p>	<p><b>Animals including humans</b> (Body pump)</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> </ul>	<p><b>Animals including humans</b> (Body health)</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li><input type="checkbox"/> describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Evolution and inheritance</b> (Everything changes)</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li><input type="checkbox"/> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

	circuit in a diagram.	lines to explain why shadows have the same shape as the objects that cast them.	characteristics.			<input type="checkbox"/> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<b>RE</b>	<b><u>Celebrations</u></b> <ul style="list-style-type: none"> <li>explain two or more religions and their celebrations, describing specific religious and cultural practices.</li> <li>explain and give reasons for how some practices are forbidden in some religious and celebratory in others</li> <li>critically evaluate different religious and world views on celebrations</li> </ul> <b><u>Similarities and Differences</u></b> <ul style="list-style-type: none"> <li>Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</li> <li>Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</li> <li>Appraise different religious practices and evaluate reasons for them</li> <li>the importance of leadership within religions and worldviews</li> </ul>		<b><u>Religious leaders</u></b> <ul style="list-style-type: none"> <li>Explain the roles and duties of religious leaders in several religions, including examples in both religious and secular communities. Comment on the role of religious leaders in UK government and worldwide politics</li> <li>Write a job description for a religious leader and compare it with another religion</li> <li>Critically evaluate the role of more than one religious leader in the world</li> </ul> <b><u>Easter</u></b> <ul style="list-style-type: none"> <li>Describe and compare what practices and experiences may be involved in belonging to different churches at Easter</li> <li>Describe why people belong to Christianity, and explain how similarities and differences in how Easter is celebrated makes a difference to their lives</li> <li>Explain how different Christians</li> </ul>		<b><u>Art in Christianity</u></b> <ul style="list-style-type: none"> <li>Write about different art forms used in Christianity to express beliefs about God,</li> <li>Explain how this is similar or different to another religion.</li> <li>Comment on the symbolic importance of colours and music, with specific examples. Associating these to specific Christian events and beliefs</li> <li>how beliefs in the nature of God effects beliefs in life after death and what different religions and worldviews believe about life after death</li> <li>how to draw upon their knowledge of similarities and differences between and within religions</li> <li>the importance of leadership within religions and worldviews</li> </ul> <b><u>What do people believe about life after death?</u></b> <ul style="list-style-type: none"> <li>Link and explain ideas from different religions on life and death as well as my own</li> </ul>	

		<p>mark Easter as an important festival, expressing insight into the difference Easter makes to the lives of modern Christians</p> <ul style="list-style-type: none"> <li>the importance of leadership within religions and worldviews</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about things that are important to me and other's around life and death and suggest answers which relate to my own and others' lives</li> <li>Appreciate and appraise different views on life after death, as well as explain with reasons my own thoughts</li> <li>how to draw upon their knowledge of similarities and differences between and within religions</li> <li>the importance of leadership within religions and worldviews</li> </ul>
<b>History and Geography</b>	<p><b>THEMATIC UNIT: THE HISTORY OF CRIME AND PUNISHMENT IN LONDON</b></p> <p>This topic will take the children on a journey through British history as they explore how lawmaking has changed in London through the ages, beginning with the Roman period and concluding with the present day. Throughout, sources will be used to analyse how the changes in society have influenced: crime trends; methods of punishment and ways of detecting, particularly with the introduction of forensic science. The different eras are then compared to discuss which elements of each British justice system were the most effective.</p> <p><i>Historical links:</i></p> <ul style="list-style-type: none"> <li>•chronology</li> <li>•similarities and differences</li> <li>•analysing and evaluating sources</li> <li>•change and continuity</li> </ul> <p><i>Geography links:</i></p>	<p><b>ANCIENT GREECE</b></p> <p>In this topic, children will identify key aspects of Greece which make it so significant. Images and artefacts will be observed to piece together what life may have been like for people in the different states and the role of women in Greek society. Opportunities are provided throughout the topic to allow the children to justify their opinions of the Greeks and their influence on the western world, using evidence to strengthen their case.</p> <p><i>Historical links:</i></p> <ul style="list-style-type: none"> <li>• chronology</li> <li>• enquiry</li> <li>• cause and consequence</li> <li>• characteristic features</li> </ul> <p><i>Geography links:</i></p> <ul style="list-style-type: none"> <li>• locational and place knowledge</li> <li>• human and physical geography</li> </ul>	<p><b>A NON- EUROPEAN SOCIETY: BENIN</b></p> <p>This topic will explore: the cities and towns; social hierarchy and religious beliefs of the ancient civilisation of Benin. Deductions and inferences about this society will be made through observing the art and sculptures of the period. Children will discuss the changes to its empire and how European trade was a catalyst for this.</p> <p><i>Historical links:</i></p> <ul style="list-style-type: none"> <li>• enquiry</li> <li>• interpretation</li> <li>•change and continuity</li> </ul> <p><i>Geography links:</i></p> <ul style="list-style-type: none"> <li>• locational and place knowledge</li> <li>• human and physical geography</li> <li>• geographical skills and fieldwork</li> </ul> <p><i>Cultural links:</i></p>

	<ul style="list-style-type: none"> <li>• locational and place knowledge</li> <li>• human and physical geography</li> <li>• geographical skills and fieldwork</li> </ul> <p><i>Cultural links:</i> Opportunities will be provided to allow the children to discuss how modern crimes and punishments impact on their own lives and whether the modern society would benefit from past systems.</p>		<ul style="list-style-type: none"> <li>• geographical skills and fieldwork</li> </ul> <p><i>Cultural links:</i> Children will explore the cultural beliefs on the Ancient Greeks, in particular, their ideologies of how a society should function. They will compare the main states in Greece (Athens and Sparta) with their own social order.</p> <p><i>Multicultural links: Memnon</i></p>		<p><i>Explore the art, music and religion of this ancient African civilisation.</i> Children make comparisons between their culture and Benin.</p>	
<b>PE</b>	<p><b>SPORTSHALL ATHLETICS</b> Short and long sprints with relays.</p> <p>Dance – Alice in Wonderland ROH Understanding dynamics – movement, space, creating motifs, creating patterns relating to themes, reinforcing positive physical connections.</p> <p>Unison and canon – movement, create unison themes, how space can affect group work, patterns</p> <p>Characters – movement and space relating to characters within Alice in Wonderland;</p> <ul style="list-style-type: none"> <li>- Mad Hatter</li> <li>- Alice</li> </ul>	<p><b>TAG RUGBY SKILLS</b> Passing( quick, long and running onto pass)</p> <p>Dance – Alice in Wonderland ROH Understanding dynamics – movement, space, creating motifs, creating patterns relating to themes, reinforcing positive physical connections.</p> <p>Unison and canon – movement, create unison themes, how space can affect group work, patterns</p> <p>Characters – movement and space relating to characters within Alice in Wonderland;</p> <ul style="list-style-type: none"> <li>- Mad Hatter</li> <li>- Alice</li> <li>- White Rabbit</li> <li>- Door mouse</li> </ul>	<p><b>DODGEBALL SKILLS</b> Throwing and catching skills with tactical strategies.</p> <p><b>NETBALL SKILLS</b> High five rules Footwork, Passing techniques, movement and positions.</p>	<p><b>FOOTBALL SKILLS</b> Turns – Moves – Ronaldo, Redknapp Shooting with instep and outside the foot.</p> <p><b>BASKETBALL SKILLS</b> 3v3 &amp; 4v4 Positional (zone) &amp; Team play (positions of play, shooting, pressing).</p>	<p><b>ATHLETICS</b> Throws – javelins, discus, howlers, etc. &amp; Sprints – 75m</p> <p>Cricket Skills - Fielding - positional play covering, learning to 'read' the game</p>	<p><b>CRICKET</b> - Striking the ball into spaces, running between wickets quickly also fielding – covering space, and different throwing techniques.</p> <p><b>ATHLETICS</b> Standing Long &amp; Triple Jumps.</p>

	<ul style="list-style-type: none"> <li>- White Rabbit</li> <li>- Door mouse</li> <li>- Caterpillar</li> <li>- Tweedle Dee, Tweedle Dumb</li> </ul> <p>Transitional movements between characters, music choice.</p>	<ul style="list-style-type: none"> <li>- Caterpillar</li> <li>- Tweedle Dee, Tweedle Dumb</li> </ul> <p>Transitional movements between characters, music choice.</p>				
<b>Art &amp; Design</b>	<p>Manga Portraits A study of both traditional and modern Japanese art.</p> <p>Line, Texture, shape, colour and manipulation Printing using lino blocks and appropriate tools for cutting. Akira Toriyama/Kaoru Mori Cross curricular links ICT/scratch, animated character creations</p>	<p>Food and Packaging A study of popular food packaging</p> <p>Range of drawing materials, watercolours permanent markers and paint pens Colour, Tone, Shape Georgina Luck Culture: children to bring in food packaging from native countries/compare with popular brands</p>	<p>Buildings – London Skyline (each child choose inspiration from one of the artists work)</p> <p>Painting with mixed media – powder paint Line, Pattern, tone Stephen Wiltshire/Megan Morris/Jan Noah Culture: look at how cultures have affected London's buildings/art and demographic</p>	<p>People in Action Study of the human body performing various actions (running/dancing/sitting etc)</p> <p>Drawing, using a range of coloured and tonal materials Tone, proportion, shape, form Keith Harring/William Rushton Cross curricular link: PE/body management Culture: look at origins of Greek</p>	<p>3-d wire sculptures of people in action (cont) Children to work as a team applying prior learning of the human figure to create a wire sculpture</p> <p>Wire- 3D and embellishment if needed Colour, Texture, Pattern Paul Allen/Richard Stainthorp Cross curricular link: Science</p>	<p>Memories of Beam Personal study of the individual pupil's memories of beam</p> <p>Textiles – applique, layered stuffed and sewn Texture, shape, pattern, colour Monica Tierney/ Pat Ashton-Smith Cross curricular link: dreams and goals/self reflection French/memory journal</p>
<b>Latin</b>			<p><b>Meet the Family</b></p> <ul style="list-style-type: none"> <li>• To be able to introduce oneself &amp; greet each other</li> <li>• Nouns - <b>a</b> ending for girls, <b>us</b> for boys</li> <li>• Derivative of words Research</li> </ul> <p>Vindolanda and</p>	<p><b>Food, glorious food!</b></p> <ul style="list-style-type: none"> <li>• To know what the Romans ate</li> <li>• To understand the ways Romans entertained and compare to how we entertain today</li> <li>• To know how nouns</li> </ul>	<p><b>Work, work, work</b></p> <ul style="list-style-type: none"> <li>• To know the role of slaves in Roman times</li> <li>• To know how verbs are used in Latin</li> <li>• To know how the ending of a verb changes depending upon who is doing the</li> </ul>	<p><b>The best days of your life</b></p> <ul style="list-style-type: none"> <li>• To understand the education system in Roman times.</li> <li>• To revise nouns, adjectives and verbs in Latin</li> <li>• Research the cursive</li> </ul>

			Vindolanda tablets	and adjectives are used in Latin Derivative of words	action • Derivative of words	script the Romans used Derivative of words
<b>Design Technology</b>	Science link Electrical systems <i>Motorised Frameworks – More complex switches &amp; circuits (including programming, monitory and control)</i>		Greeks <i>Super Seasonal Cooking - Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)</i>		Textiles <i>Juggling Balls - Combining different fabric shapes</i>	
<b>PHSE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
	Identifying goals for the year.	Understanding about perception, how a disability can affect someones life.	Reflecting on own learning strengths. Setting challenging but realistic goals.	To understand that impact food can have on the bosity.	Identifying significant people in life and knowing the feelings individuals can experience when someone dies/leaves.	To show an awareness of self-image.
	Understanding how actions can affect others.	Dicsussing reasons why people use bullying behaviours.	Identifying and discussing problems in the world.	Different types of drugs and their uses and effects on the body.	To recognise when people are trying to gain power. How technology can be used to gain power. And strategies to prevent this.	Explain how boys and girls bodies change during puberty.
	Making choices about behaviour.	Explaining ways in which difference can be a source of conflict and cause for celebration.	Describing ways to work with one another and helping the world become a better place.	To explore what it means to be emotionally well and people's attitudes towards mental illness.		To describe how a baby develops during the nine months of pregnancy. Discussing physical attraction and how this changes a relationship.
	Understanding how individuals behaviour can impact on a group.					Identifying what individuals are
	Looking at voice and how having a voice benefits the school.					

						looking forward to and what worries they have.
<b>Computing</b>	<b>Narrative: White Crow, Bone Keeper</b> Digital Literacy: Twine Children will learn about interactive stories. They will learn skills images and editing stylesheets, planning and story writing, publishing and sharing stories. They will use skills learnt in literacy to recognise and build suspense.		<b>Non-fiction: Monologue/ Blog</b> Digital Literacy: EduBlog (level 3) Children create their own classroom blogs where they can add images, sounds, videos and personalise it for themselves. They will use it to keep a record of what their character is doing or to share their characters thoughts and opinions related to their in their literacy topic.		<b>Coding: MicroBits</b> Children will look at variable, 'conditionals', loops, efficient code, and will create a final project using all the skills that are covered in the unit.	
	<b>Poetry: I am me Speeches</b> Digital Literacy: iMovie Children will create a digital memory of their poetry performance by making a movie based on their performance of The Listeners. They will learn how to use video and audio (including microphones) to record on an iPad, and turn this into an iMovie. The will edit and direct their movies. Movies can be shared in assemblies or put on school website.		<b>Non-fiction: Letter Writing</b> IT: Microsoft Office: Word Children will write a letter using the context of their key text 'The Boy in the Stripped Pyjamas' to learn word processing skills, document creation, saving and retrieving work. They will recap using the letter template.		<b>Online Safety: Be Internet Secure — Protect Your Stuff &amp; Be Internet Kind — Respect Each Other</b> Children will use the Google Legends plans to address different areas of online safety. They will learn ways to develop safe habits online, including the importance of protecting personal information, how to respect online privacy boundaries for themselves and others, ways to seek or ask for help if they or others feel unsafe online, how to develop respectful, empathetic and healthy online relationships, ways to manage and respond in a healthy and safe way to hurtful online behaviour. Lesson 5, Be Internet Secure — Protect Your Stuff (for ages 9-11) Lesson 6, Be Internet Kind — Respect Each Other (for ages 9-11)	
<b>Music</b>	Roundabout Exploring rounds	Journey into space Exploring sound sources	Songwriter Exploring lyrics and melody	Cyclic patterns Exploring rhythm	Stars, hide your fires Performing together	Who knows? Exploring music processes