

Curriculum Provision Map							YEAR 6
Subject/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Notes:
<b>Literacy</b>	<i>The Unforgotten Coat</i>  <i>Suffragette: The Battle for Equality</i>	<i>The Arrival</i>	<i>The Promise</i>  <i>Can We Save the Tiger?</i>	<i>The Three Little Pigs Project</i>  <i>The Rain Player/ The Mayans: A History of Infographics</i>	<i>Grimm's Tales for Young and Old</i>  <i>Romeo and Juliet</i>	<i>The Invention of Hugo Cabret</i>  <i>Night Mail</i>	
<b>Guided Reading</b>	<b>Poetry</b> <b>Caged Bird</b> <i>Maya Angelou</i>	<b>Non-fiction</b> <b>Incredible Journeys</b> <i>Levison Wood</i>	<b>Fiction</b> <b>Tiger Rising</b> <i>Kate Di Camillo</i>	<b>Non-fiction</b> <b>Darwin's Voyage of Discovery</b> <i>Jake Williams</i>	<b>Fiction</b> <b>Cogheart</b> <i>Peter Bunzl</i>	<b>Fiction</b> <b>Cogheart</b> <i>Peter Bunzl</i>	
<b>Numeracy</b>	<i>Number- Place Value.</i> <i>Decimals (&amp; Place value)</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Number-multiplication.</i> <i>Algebra.</i> <i>Number-division.</i> <i>Fractions (including decimals)</i> <i>Ratio &amp; proportion.</i>	<i>Geometry – properties of shape.</i> <i>Statistics-data handling.</i> <i>Measurement-Length/perimeter/ area/volume.</i> <i>Number calculations-all operations.</i> <i>Statistics-mean/average.</i> <i>Measurements &amp; statistics.</i> <i>Geometry.</i>	<i>Number- Place Value.</i> <i>Negative numbers &amp; Roman numerals.</i> <i>Number-multiplication.</i> <i>Number-division.</i> <i>Algebra.</i> <i>Fractions including decimals and percentages.</i> <i>Ratio and proportion (incl. percentages)</i>	<i>Geometry.</i> <i>Geometry –properties of shape.</i> <i>Measurements-ratio/area/volume.</i> <i>Problem solving using all operations.</i> <i>Geometry –properties of 3D shape.</i> <i>Statistics: Data handling/mean/average.</i>	<i>Problem solving using all operations.</i> <i>Investigations (all operations)</i> <i>Statistics: Data handling.</i> <i>Transition work to KS3</i>	<i>Problem solving using all operations.</i> <i>Investigations (all operations)</i> <i>Statistics: Data handling.</i> <i>Transition work to KS3</i>	
<b>Religious Education</b>	<b>Themes</b> Church-Family Confirm-Belonging Advent-Loving	<b>Topic</b> <i>Loving Vocation Expectations</i>	<b>Themes</b> Church-Community Eucharist-Relating Lent/Easter-Giving	<b>Topic</b> <i>Sources Unity Death &amp; new life</i>	<b>Themes</b> Pentecost-Serving Reconciliation-relate Church-World	<b>Topic</b> <i>Witnesses Healing Common good</i>	
<b>P.S.H.E</b> Personal, Social & Health Education	New Beginnings	Getting On and Falling Out	Going for Goals!	<i>Good to be Me!</i>	Relationships	Changes	
<b>Science</b>	<i>Light</i>	<i>Electricity</i>	<i>Living things and their Habitats</i>  Study of a Famous scientist or inventor	<i>Evolution &amp; Adaption</i>	<i>The Human Body</i>	<i>Animals including humans</i>	

Computing	Handling Data	Handling Data	e-safety	Multimedia	Programming	Programming
****Technology in our lives **** Technology in our lives ****Technology in our lives****						
Geography	<p><b><u>A study of human, physical and cultural differences in Mongolia</u></b></p> <p>- To understand geographical similarities and differences through the study of human and physical geography of Mongolia in Asia. -To identify environmental regions, key physical and human characteristics of Mongolia.</p>		<p><b><u>How is my world changing? Conservation, weathering &amp; coastal changes.</u></b></p> <p>- To describe and understand key aspects of Human impact on Physical geography, including: change of land use, and the distribution &amp; conservation of natural resources. - To describe and understand Coastal physical geography &amp; explore our changing Coastline.</p>		<p><b><u>Geography in my locality - London</u></b></p> <p>- To name and locate counties and cities of the UK. - To identifying human and physical characteristics of London including key topographical features (e.g. River Thames), land-use patterns; and understand how some of these aspects have changed over time.</p>	
History		<p><b><u>The Suffragette Movement &amp; Life in Victorian Britain</u></b></p> <p>- Pupils should be taught about a significant turning point in British history: <b><u>The Suffragette Movement.</u></b></p>		<p><b><u>Ancient Civilisations Study of The Mayans</u></b></p> <p>- Pupils should be taught about a non-European society that provides contrasts with British history: <b><u>Mayan civilization</u></b> c. AD 900</p>		<p><b><u>History in our locality: How have things changed?</u></b></p> <p><b><u>Life in Victorian Britain</u></b></p> <p>- Pupils should be taught about a <b><u>Local History Study.</u></b> This is to</p>

		<p>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</p> <p>- Pupils should note connections, contrasts and trends over time &amp; develop the appropriate use of historical terms.</p> <p>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</p>		<p>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</p> <p>- Pupils should note connections, contrasts and trends over time &amp; develop the appropriate use of historical terms.</p> <p>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</p>		<p>include:</p> <ul style="list-style-type: none"> <li>* a study over time, tracing how several aspects of national history are reflected in the locality;</li> <li>* a study of an aspect of history or a site that is significant in the locality.</li> </ul> <p>- Pupils should continue to develop a chronologically secure knowledge and understanding of local history.</p> <p>- Pupils should note connections, contrasts and trends over time &amp; develop the appropriate use of historical terms.</p> <p>- Pupils should address change, cause, similarity and differences within their local area.</p>	
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<p><b>Music</b></p>	<p><b><u>Mongolian Folk Music</u></b></p> <p>Children will learn to appreciate and understand a range recorded music drawn from the different traditions of Mongolian folk music.</p> <p><i>Aims:</i>  <i>To listen with attention to detail and recall sounds with increasing aural memory.</i>  <i>To appreciate and understand music drawn from different traditions.</i>  <i>To develop an understanding of the History of music.</i></p>	<p><b><u>Advent Carols</u></b></p> <p>Children will compose music &amp; songs for Advent and Christmas.</p> <p><i>Aims:</i>  <i>To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i>  <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p><b><u>Sounds of the Sea</u></b></p> <p>Children will listen to a collection of Sea/Ocean/Coastal inspired music with concentration and understanding. We will discuss the sounds heard and share imagery created as a result of listening to the music – link to Geography topic.</p> <p><i>Aims:</i>  <i>To listen with attention to detail and recall sounds with increasing aural memory.</i>  <i>To appreciate and understand a range of recorded music.</i></p>	<p><b><u>Mayans Music</u></b></p> <p>Children will learn about music and the role it played in the Ancient civilisation of the Mayans – link to History topic. The Mayan culture is so ancient that most music has been lost, but contemporary interpretations of ancient melodies still exist in Mayan Folk song.</p> <p><i>Aims:</i>  <i>Pupils will explore the range and purpose of music.</i>  <i>To appreciate and understand music drawn from different traditions.</i>  <i>Listen in detail and recall sounds that they hear and experience in a range of contexts.</i>  <i>Develop and understanding of the history of music.</i></p>	<p><b><u>Romeo &amp; Juliet</u></b></p> <p>Children will listen to songs and music based upon/inspired by Shakespeare’s play Romeo &amp; Juliet - Literacy Link.</p> <p>The variety in musical styles will allow children to appreciate a range of musical performances and interpretations.</p> <p><i>Aims:</i>  <i>Pupils will be taught to sing and perform in solo and ensemble contexts.</i>  <i>To use and understand some musical notations.</i>  <i>Explore the range and purpose of music.</i>  <i>Appreciate and understand a range of live and recorded music.</i></p>	<p><b><u>Victorian Composers</u></b></p> <p>Children will learn about Music in the Victorian times. They will consider and gain an understanding of types of music that were popular in the Victorian times. Children will also research and learn about some Victorian Composers – link to History topic.</p> <p><i>Aims:</i>  <i>Develop an understanding of the history of music.</i>  <i>Explore the range and purpose of music.</i>  <i>Listen in detail and recall sounds that they hear and experience in a range of contexts.</i>  <i>Appreciate and understand a range of live and recorded music.</i></p>	
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<p><b>Art &amp; Design Technology</b></p>	<p><i>SELF-PORTRAITS Leonardo da Vinci</i></p> <p>Still life - A focus on composition, form and colour. Develop close observational skills and blending techniques.</p>	<p><i>Making shelters 'Yurts' - Mongolia</i></p> <p>3D Model making Design and construct a supportive structure</p>	<p><i>Conservation in Action</i></p> <p>Looking at sea life. Destruction of the sea life. Sketches of sea life.</p>	<p><i>Art of the Ancients – The Mayans</i></p> <p>Looking at and exploring printing and stenciling techniques to reproduce ancient artwork.</p>	<p><i>Digital Art</i></p> <p>Exploring form and image. Photography. Looking at our environment manipulating photos and photo collage.</p>	<p><i>VICTORIAN ARCHITECTURE</i></p> <p><i>Local study in to house design and Victorian innovations!</i></p>	
<p><b>Physical Education</b></p>	<p><i>MULTI-SKILLS</i> <i>To use running, jumping, throwing &amp; catching in isolation and in combination.</i> <i>To play with increased stamina as technical skills develop. To play as part of a pair, team or group following rules and observing others.</i></p>	<p><i>COMPETITIVE GAMES</i> <i>Quick cricket, tag rugby, football, hockey, rounders, netball and circle games. Accurately pass and receive ball with hands.</i> <i>Demonstrate control when passing dribbling and receiving with feet or hands.</i> <i>Signalling for ball and recognizing others signals, while passing and receiving.</i> <i>Recognise and explain why teams succeeded in activity.</i></p>	<p><i>DANCE</i> <i>Dance- performing for others. To explore, improvise and combine movement ideas fluently and effectively. To understand how a dance is formed and performed</i> <i>To evaluate, refine and develop their own and others' work.</i></p>	<p><i>GYMNASTICS</i> <i>Using floor and wall apparatus to sequence a routine self-taught or by following others.</i> <i>Developing strength, technique and control.</i> <i>Floor work and balance to show increasing agility and ability.</i></p>	<p><i>TEAM GAMES</i> <i>Explore cricket, football, hockey, rounders, netball, tennis, rugby etc.</i> <i>Control a ball. Dribble and pass to partner.</i> <i>Understand and show how possession and progression benefits game.</i> <i>How to mark an opponent effectively and defend goal.</i> <i>Work collaboratively as part of a pair. Team or group.</i></p>	<p><i>ATHLETICS</i> <i>To develop flexibility, strength, skill, technique, control, balance and begin to compete within organised competition rules.</i> <i>Explore all track and field events.</i></p>	