



# FRAMWELLGATE MOOR PRIMARY SCHOOL

## YEAR 6 CURRICULUM MAP



		Autumn – WW1	Spring - Durham	Summer – South America
<b>Reading</b>	Word reading			
	Comprehension	<b>Texts include: wide range of fiction, poetry, plays, non-fiction texts and reference books</b> Dictionaries and thesaurus are used to develop vocabulary. <b>Oxford Reading Scheme is used for progression in guided reading.</b>		
<b>Writing</b>	Transcription	Spelling programme Read Write Inc Phonics and Oxford Owl Spelling Programme		
	Composition	Writing: narrative and non- narrative		
	VGP	Where appropriate, vocabulary, grammar and punctuation are taught within the context of texts studied. Some aspects of grammar and punctuation may be taught discretely.		
<b>Speaking and Listening</b>		Speaking and listening is encouraged in all lessons to develop language and communication skills; children have opportunities to discuss with talk partners, in a group and within the class.		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.  <b>Light</b> Recognise that lights appear to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them.	<b>Evolution and Inheritance</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  <b>Animals including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans	<b>Living Things and Habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
		<b>Working Scientifically – on going across the year</b>		
<b>Computing</b>		<b>Computer Science</b> - Use conditional sentences (when/then) to program objects (Kodu, Scratch) <b>IT</b> - Know how to use the main features of office software to produce suitable documents and presentations for an audience (Microsoft Office). <b>Digital Literacy</b> - Know that having a healthy balance of online and	<b>Computer Science</b> – Building on previous term use mathematical expressions when constructing conditionals e.g. trigger winning when (If loops >5 then...) <b>IT</b> – Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers. <b>Digital Literacy</b> - Know that hacking or misusing someone else’s account is illegal. Know that search results can be	<b>Computer Science</b> - Be able to explain what a program might do and accurately predict the effect of changes <b>IT</b> - To be able to use two or more programmes to create a final piece of work. <b>Digital Literacy</b> - be discerning in evaluating digital content, know that some news is ‘fake’

	offline activities is important for health.	manipulated by sponsorship and advertising.	
<b>History</b>	<b>What's in a name?</b> How were the Bradford family from Durham affected by WW1?	<b>The History of Exploration</b> – How has exploration changed since the 14 <sup>th</sup> century?	<b>The History of Fun</b> – Having fun in the UK! What's changed since the Romans left?
<b>Geography</b>	<b>Human and physical geography</b> - Why are rainforests important?	<b>Fieldwork unit</b> – How has Framwellgate Moor Front Street changed over time?	<b>Locational and place knowledge</b> - investigating Brazilian cities, comparing Sao Paulo to Durham.
	<b>Geographical skills and fieldwork</b> – on going across the year		
<b>D.T.</b>	<b>Cooking and Nutrition</b> – Learn about how seasons may affect food available and understanding that different foods contain different nutrients needed for health. Applying these skills to create meal plans as dieticians.	<b>Textiles</b> - Using the skills they've developed over the past few years, children select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing	<b>Construction</b> – Designing and building a new piece a model piece of playground equipment using junk materials.
<b>Art and Design</b>	<b>Make my voice heard</b> - Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, and charcoal.	<b>Photography</b> - Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.	<b>Still life</b> - In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums.
	<b>Create sketchbooks to record observations</b>		
<b>Music</b>	Rainforest descriptive sound effects and rhythms - ensemble percussion – children lead. conservation songs	Tuned instruments: chords – cycle of 5ths structures e.g. - tonic/dominant/ subdominant /tonic	Rhythmic reflections – performance creating music for a ceremony/leavers' assembly
	Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact. (Durham Music Service)		
<b>MFL</b>	<b>Our World (QCA Unit 20)</b> <i>Describing geographical features</i> <i>Describing position of features</i> <i>Reinforce the weather (present and future)</i> <i>Use the superlative</i> <i>Present the months</i>	<b>The Café (QCA Unit 21)</b> <i>Saying and understanding prices (reinforce numbers)</i> <i>Buying food and drink in a café</i>	<b>The Past and the Present (QCA Unit 22)</b> <i>Describing places</i> <i>Comparing past and present</i> <i>Saying how much or many things there are</i>
<b>P.E.</b>	<b>Games &amp; Gymnastics</b> Tag rugby/ Hockey Group Dynamics	<b>Games &amp; Dance</b> Zone Rounders Making the grade	<b>Games &amp; Athletics</b> Pairs Cricket Distance challenge (run, throw, jump)
<b>PSHE</b>	<b>Being Me in My World</b> 'Who am I and how do I fit?'	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this.	<b>Relationships</b> Building positive, healthy relationships
	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique.	<b>Healthy Me</b> Being and keeping safe and healthy	<b>Changing Me</b> Coping positively with change
<b>R.E.</b>	<b>What do people use ritual in their lives?</b> <b>What do the gospels tell us about the birth of Jesus?</b>	<b>What is religion? What concepts do religions have in common?</b> <b>Why are Good Friday and Easter Day the most important days for Christians?</b>	<b>So, what do we now know about Christianity? (exploration through the concepts)</b>
	<b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</b>		