
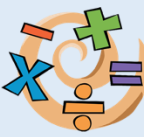






Lumley Junior School
Curriculum Map
Year 6



Subject	Autumn	Spring	Summer
<p>English</p> 	<p>Private Peaceful (Michael Morpurgo)</p> <p>Persuasive Text (Class Novel Link)</p> <p>Non-Chronological Report (History Link / Geography Link)</p> <p>Information Text (Science Link)</p> <p>Recount (History Link)</p> <p>War Poetry</p>	<p>Clockwork (Philip Pullman)</p> <p>Replay (Literacy Shed)</p> <p>Discussion Text (Class Novel Link / Geography Link)</p> <p>Instruction Text (Science Link)</p>	<p>The Nowhere Emporium (Ross Mackenzie)</p> <p>Transition Unit (liaising with local secondary school)</p> <p>Explanation Text (Science Link / Outdoor Learning Link / The Truth about SATs)</p> <p>Recount (Yearbook Memories)</p>
<p>Maths</p> 	<p>Place Value</p> <p>Addition, Subtraction, Multiplication and Division</p> <p>Fractions</p> <p>Position and Direction</p>	<p>Decimals</p> <p>Percentages</p> <p>Algebra</p> <p>Converting Units of Measurement</p> <p>Perimeter, Area and Volume</p> <p>Ratio</p> <p>Statistics</p>	<p>Properties of Shape</p> <p>Consolidation/SATs Preparation</p> <p>Consolidation, Investigations and Preparations for KS3</p>
<p>Science</p> 	<p>Animals (Including Humans)</p> <p>What would a journey through your body be like?</p> <p>Evolution and Inheritance</p> <p>Have we always looked like this?</p>	<p>Light</p> <p>Does light really light up my life?</p> <p>Electricity</p> <p>Will electricity give us that lightbulb moment?</p>	<p>Living Things (and Their Habitats)</p> <p>Could Spiderman really exist?</p>
<p>Computing</p> 	<p>Basic Skills</p> <p>E Safety: Year 4 Review</p> <p>Passwords, online bullying and digital role models</p> <p>Computer Science: BBC Micro:bit</p> <p>JavaScript</p>	<p>E Safety: Year 5 Review</p> <p>Uploading pictures, online comments, privacy settings, communicating online and passwords.</p> <p>Computer Science: Scratch</p> <p>Decompose a game</p> <p>Design, produce and debug a game</p>	<p>E Safety</p> <p>Digital mental health</p> <p>Maintaining relationships</p> <p>Computer Science: Kodu</p> <p>Unfamiliar technologies to solve problems</p> <p>Information Technology</p> <p>Use a range of software to teach skills</p>



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	Information Technology: iMovie Produce a movie	Information Technology: Microsoft Excel Produce databases with a purpose	
Geography 	Knowledge of environmental regions and key features of these areas, vegetation belts How is climate change affecting us?	Biomes and different types of forests, rainforests with a case study in South America. Fantastic Forests - Why are they so important?	Human and physical features, villages/cities/lifestyle. Comparative writing Destination Sao Paulo! What do places have in common?
History 	WWI (Aspect or theme since 1066) What's in a name?	Aspect or Theme since 1066 (review) Can we choose the UK's most important monarch?	Aspect or Theme since 1066 (review) Having fun in the UK! What's changed since the Romans left?
French 	Actions (Les Actions) Use action verbs in the first person In France (En France) France cities and tourist attractions	Family (La Famille) Extended family members and introducing siblings A Weekend with Friends (Un Weekend Avec Des Amis) Talk about activities that I like to do at the weekend	The Future (Le Futur) Future tense in the first, second and third person Jobs (Les Metiers) Discuss what I would like to be when I'm older
Art 	Art and Design Skills Design, draw, craft, paint and art appreciation	Make My Voice Heard Messages in art through drawing, painting and sculpture Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry	Photography Creating fun and inspirational art using photography, photomontage and drawing methods Still Life Using a range of drawing techniques to create personal interpretations of familiar objects and memories
DT	Food: Come Dine with Me Research, design, make and evaluate a 3-course meal	Textiles: Waistcoats Design, measure, cut, stitch, decorate and evaluate my waistcoat	Structures: Playgrounds Design, build, improve and evaluate my playground



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	<p>Mechanisms: Automata Toys Design, make and evaluate a mechanical toy/window display</p>	<p>Electrical Systems: Steady Hand Games Design, make and evaluate an electronic steady hand game which includes a circuit</p>	
<p style="text-align: center;">Music</p> 	<p>Happy Appraise and perform a pop song with a Soul influence</p> <p>Classroom Jazz 2 Play an 8-bar melody on a glockenspiel</p>	<p>A New Year Carol Appraise and perform a British folk song</p> <p>You've Got a Friend Appraise and perform a ballad</p>	<p>Music and Me Write my own music document, that will help me create my own music</p> <p>Reflect, Rewind and Replay Reflect on our learning from Year 3, 4, 5 and 6</p>
<p style="text-align: center;">PE</p> 	<p>Invasion Games Calling the Shots</p> <p>Gymnastics Group Dynamics</p>	<p>Dance Making the Grade</p> <p>Net & Wall What a Racket</p>	<p>Athletics Distance Challenge</p> <p>Striking & Fielding Pairs Play Cricket</p>
<p style="text-align: center;">PSHE</p> 	<p>Me and My Relationships Recognise when help is needed and develop the skills to ask for help Know about taking care of my body</p> <p>Keeping Myself Safe Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people I know and the media</p>	<p>Valuing Difference Appreciate the range of national, regional, religious and ethnic identities in the UK Recognise different types of relationships</p> <p>Rights and Responsibilities Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>Being My Best Research, discuss and debate topical issues, problems and events concerning health and wellbeing</p> <p>Growing and Changing Know how bodies and emotions change Know about taking care of my body and understand that I have the right to protect my body from inappropriate and unwanted contact</p>
<p style="text-align: center;">RE</p> 	<p>What can we learn about religious diversity in our area? Recognise that others have a right to have different beliefs and practices</p>	<p>How and why do people care about the environment? Awareness of the global world in which we live and learn about the impact of religion on individuals and communities,</p>	<p>So, what do we now know about Christianity? (exploration through the concepts) Pull together what pupils have learnt about Christianity in primary school and enable</p>



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	<p>What can we find out about a local Muslim community?</p> <p>How Muslims follow and live by moral codes and how these are shown by individuals and the community</p>	<p>both locally, nationally and internationally.</p>	<p>continuity and progression of learning into Year 7.</p>
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