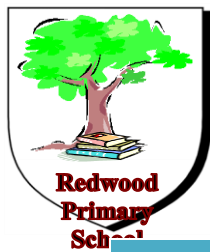


Redwood Primary School

Curriculum Map for Year: 6 Term: Summer

	What will I be learning about during this unit?	What prior learning will I bring to this unit of work?	What new vocabulary will I learn during this unit of work?
English	Pupils will study a range of fiction, non-fiction and poetry including: The Lighthouse (short film), The Island, Macbeth and The Spider and the Fly as our poetry unit. They will produce explanations, persuasive posters, persuasive speeches, arguments, balanced arguments, speeches, campaigns, short essays, narratives, information texts, diaries, journalistic writing, formal letters, poems.	See Literacy progression document and Literacy overview.	Essay, campaign speech. Text specific vocabulary – see Literacy planning documents.
Mathematics	Geometry – Properties of Shape Problem Solving Statistics Investigations	See White Rose Long Term Overview	See White Rose Long Term Overview
Science	<u>Animals Including Humans (continued from Spring 2)</u> I will learn about human circulatory system - the heart, blood vessels and blood. I will be able to recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions. I will be able to describe the ways in which nutrients and water are transported within animals, including humans	I will have learnt to identify the parts and functions of different systems within the body. I will know about the characteristics of all living things and what they all need in order to survive. I will have learnt about the different types of nutrients. I will have also looked at the impact of drugs upon my body in my Healthy Me work in PSHE in Year 6.	circulatory, skeletal, muscular, digestive organs, blood vessels, aorta, atrium, ventricle, artery, vein, pulmonary, superior vena cava, inferior, pulmonic, aortic valve, trachea, bronchus, bronchiole, diaphragms, air sacs, alveoli, capillary, intercostal muscles and ribs. Gall bladder, liver, small intestine, large intestine, pancreas, liver, kidneys, rectum, bladder.
	<u>Evolution and Inheritance</u>	In Year 2, I learnt that animals produce offspring.	offspring, characteristics, vary/variation, inherit/inheritance,



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	<p>I will learn about fossils and how living things have changed over time. I will recognise that living things produce offspring and that these vary. I will learn how animals and plants are adapted to suit their environment and that adaptation may lead to evolution</p>	<p>In Year 3, I compared and grouped together different kinds of rocks on the basis of their appearance and simple physical properties; described in simple terms how fossils are formed when things that have lived are trapped within rock In Year 4, I recognised that environments can change and that this can sometimes pose dangers to living things (adaptation). In Year 5, I learnt about the life cycles of plants and animals.</p>	<p>environmental variation, suited/suitable, environment, adaptation, natural selection evolution, environment, adapted/adaptation, cladogram, fossils</p>
<p>Computing</p>	<p>Networks I will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Understanding Binary I will use sequence, selection, and repetition in programs; work with variables and various forms of input and output. I will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>E-Safety I will be able to use technology safely, respectfully and responsibly. I will recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p>	<p>Prior Learning: Year 3 – Coding / Year 4 – Hardware Investigators / Year 5 – Game Creator</p> <p>Prior Learning – Year 3 – Coding / Year 4 – Coding / Year 5 – Coding</p> <p>Prior Learning Year 5 – Rings of responsibility/Power of Words/The reliability of sources/Reporting online issues.</p>	<p>Hub/Switch Network Wide Area Network (WAN) Internet World Wide Web Local Area Network (LAN) Router Wi-Fi</p> <p>Machine Code Megabyte Nibble Switch Terabyte Transistor Variable</p> <p>Meeting up, online dating, grooming, sexting, prosecution, law</p>



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		<p>The Adventures of Kara, Winston and the smart crew Chapter 5 – Be careful when meeting up.</p> <p>Picture this – sexting</p> <p>http://www.childnet.com/resources/picture-this</p>	
History	<p><u>Ancient Maya (continued from Spring 2)</u></p> <p>I will develop a chronology of British, local and world history. I will be able to note contrasts over time using the correct vocabulary and will learn to ask questions about change, cause, similarity and difference, and significance. I will understand how our knowledge of the past is constructed from a range of sources.</p>	<p>I will have a developing understanding of chronology and will have placed periods of history studied in chronological order. I will have experience of using a variety of historical sources and will have carried out historical research across different periods of history. I will have made comparisons and identified contrasts between periods of history.</p> <p>In Year 4, I have learnt about Ancient Egypt and in Year 5, Ancient Greece. In Year 6, I have learnt about World War 2.</p>	<p>Maya, Mayan, stelae, carvings, civilisation, deity, underworld, maize, ocelot, codex/codices, Chichen Itza, Itzamna, epigrapher, maize, cacao. ahau or ahaw, batab, cenote, chac mool, city-state, Classic Period, codex, glyph, haab, Hero Twins, huipil, Itzamna, Kin, Kukulcan, lintel, nacom, obsidian, Popol Vuh, Pre-classic period, Post-classic period, quetzal, stela, Tikal, tzolk'in, uinal, Yucatan Peninsula.</p>
Geography	<p><u>Summit Up: The UK Peaks</u></p> <p>Peaks of the UK, mountains, linked to life goals and moving on</p> <p>I will be able to name and locate counties and cities of the UK, other geographical regions and their characteristics. I will have an understanding of physical geography such as climate zones, volcanoes and earthquakes.</p> <p>I will use the eight points of a compass, grid references, symbols and keys alongside fieldwork to understand my local area and the wider world.</p>	<p>In Year 3 and 4, I studied different parts of the world e.g. South America, Egypt & rainforests and made comparisons between these places and other places I have lived / visited.</p> <p>In Year 4, I studied physical geography and used maps atlases and globes and in Spring term in Year 6, I have located the world's oceans and used longitude and latitude.</p>	<p>Plateau, ridge, base, slope, mountain range, tree line, face summit, snow line, valley, contour, fold, fissure, tectonic plate, outcrop, grid reference.</p>
Art	<p><u>Moving On Up - David Hockney Landscapes</u></p> <p>I can create a working document of thoughts and ideas.</p> <p>I can explain how and why I have chosen certain processes and methods for my work.</p> <p>I can work collaboratively to develop and extend my</p>	<p>In Year 5, I learnt:</p> <p>To create an imaginative painting</p> <p>How to write about my painting, explaining the primary and secondary colours I have used</p>	<p>Painter, draftsman, printmaker, stage designer, photographer, pop art, contributor, shades, tints, composition, motif, rotation, reflection, symmetrical, repetition,</p>



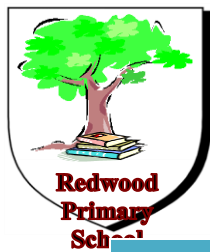
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	<p>ideas in a group. I can create shades and tints using only black and white. I know the meaning of composition and can explain it in a piece of my own work.</p>	To explore a colour wheel to understand complimentary and contrasting colours	composition, arrangements, complimentary, tonal, shading, accentuate, enhance, detract
DT	<p><u>Fairground rides</u> I will research existing fairground rides I will investigate using electrical motors to create rotating parts including programming the crumble component I can create a prototype with a stable structure I will design a fairground ride with a rotating part I can follow my design and make it I can evaluate my product against my design criteria</p>	The children will have learnt free standing structures in Year 1, shell structure in Year 4, simple circuits in Year 4 and mechanical toys in Year 5, all of which feed into the knowledge needed to create a Fairground ride	(LED) bulb, bulb holder, battery holder, USB cable, wire, insulator, conductor, crocodile clip, control, program, system, crumble, design specification, user,
RE	<p><u>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</u> Pupils will consider similarities and differences between belief in Ummah (Muslim), Ahimsa (Hindu) and the Grace of God (Christian) recognising what life is like to be these religions in Britain today.</p>	This unit builds on the previous unit as well as units in Year 5 which look at what it means to be a Christian and a Hindu in Britain today.	Muslim community (Ummah) Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Ahimsa (Hindu belief of being harmless) Grace (Christian belief of fairness and forgiveness)
PSHE	<p><u>Relationships</u> I will learn to identify the most significant people in my life and how they make me feel. I will identify strategies to manage feelings associated with loss and will understand that there are different stages of grief. I will demonstrate ways I could stand up for myself where others are trying to gain control and will take responsibility for my own safety and well-being</p>	See Jigsaw scheme for 'Relationship' Key Stage 2 overview.	Emotions, loss/death/ grief, control/power, safety, well-being, technology, communicate, responsibility
	<p><u>Changing Me</u></p>	See Jigsaw scheme for 'Changing Me' Key Stage 2 overview.	Self-image, body image, puberty, physical, emotional, conception, pregnancy, birth, relationships,



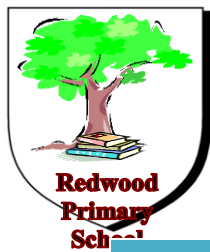
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	<p>I will learn how girls' and boys' bodies change during puberty and will be aware of my own self-image, expressing how I feel about these changes.</p> <p>I will learn how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I will be able to identify what I am looking forward to and what worries me about the transition to secondary school and how to prepare myself emotionally for this.</p>		<p>attraction, teenager, transition, sexual intercourse, reproduction</p>
PE	<p><u>Outdoor and Adventurous</u></p> <ul style="list-style-type: none"> - I will be learning to design an orienteering course, which can be followed by other and offer challenges to others. - I will be learning to use a compass for navigation. - I will be learning to complete an orienteering course on multiple occasions, in a quicker time due to improves techniques and improve a trail to increase the challenges of the course. <p><u>Net and Wall (Tennis)</u></p> <ul style="list-style-type: none"> - I will be learning to play Tennis by being confident to use a range of shots in a game situation. - I will be able to show good control of the ball when passing to my partner and when playing a game. - I will be able to work with my peers and demonstrate good sportsmanship skills and be able to make tactical decisions as a team. <p><u>Athletics</u></p> <ul style="list-style-type: none"> - I will be building on my previous athletics learning to demonstrate endurance and stamina over longer distances. I will also be learning to sustain pace over long 	<p>I will have learnt to create simple outdoor challenges for others.</p> <p>I will have learnt ways to identify the quickest route to accurately navigate an orienteering course.</p> <p>I have learnt how to hold a racket, control a ball and the ready position.</p> <p>I will have previously learnt about the difference between short distance and long distance running.</p> <p>I will have previously learnt about different</p>	<p>Bearing, compass, trial, blindfold, discussion, safety, orientation route, trust, empathy, process.</p> <p>Tennis</p> <p>Agility, balance, coordination, direction , baseline, forehand, backhand , sidestep, feeder , shot, serve, target Areas</p> <p>Reaction time, pace/ pacing, stamina, race tactics, lead leg, rhythm, standing long jump, reaction, crouch start, standing start, sustain</p>



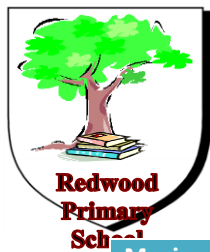
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	<p>distance e.g. sprint for seven seconds, run for two minutes.</p> <p>- I will be learning to develop my technique for standing vertical jump and triple jump. I will also be learning to record my distances and refine techniques to throw with accuracy.</p> <p><u>Fitness</u> In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p>	<p>throws and how to conduct these safely with control</p> <p>The children will have used running, jumping and throwing in isolation and in combination. They will have developed flexibility, strength, technique, control and balance.</p>	<p>Fitness: agility, balance, co-ordination, speed, stamina, strength Collaboration, perseverance, determination, observation, analysis, engage, calves, rhythm, abdominals, quadriceps.</p>
<p>Primary Languages</p>	<p><u>Phonics</u> At the beginning of every term, phonics will be revisited.</p> <p><u>Dans la Classe – In the Classroom</u> The children will be taught 6 items of classroom stationery grouped by gender (masculine) and taught a further 5 items of classroom stationery grouped by gender (feminine and plural) consolidated with a variety</p>	<p>Children will have learnt French phonics termly throughout Key Stage 2: Early Language Teaching Type, Intermediate Teaching Type – Set 1 and 2 and then Progressive Teaching Type.</p> <p>The children will have learnt to use phrases in French to say how they feel. They will have learn how they can say my name is...They will be able to say numbers 1-10 and colours. The children will have learnt 10</p>	<p>See MFL Curriculum Coverage Planner for specific vocabulary.</p> <p>Classroom stationery including un stylo, un livre etc. Classroom stationery including une gomme, des ciseaux etc. Consolidation of all classroom stationery items / j'ai... / je</p>



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	<p>of class games including picture bingo and the 'follow-on' game. Children will use all stationery items learnt to integrate the concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case. Children will consolidate concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case as part of a class survey. Children will be taught a full set of classroom commands and instructions.</p>	<p>verbs in French, they will have learnt how to say 'I am able' and 'I am not able' in French. In Year 5, they will have learnt to talk about themselves in the unit 'Je me presente' (name, how they are feeling, where they live). They will have learnt numbers to 70 at the beginning of Year 6 and the days of the week and seasons during the Spring term</p>	<p>n'ai pas de... j'ai... / je n'ai pas de... / dans ma trousse... Classroom instructions including écoutez, écrivez, lisez etc.</p>
	<p><u>At School</u></p> <p>I can learn the names of 10 different subjects in French. I can say what I like and don't like in school. I can learn to tell the time in French. I can complete a school survey and present orally on school subjects and opinions.</p>	<p>In Year 4, I will have learnt the key vocabulary for the classroom and conversational phrases linked to this.</p>	<ul style="list-style-type: none"> • 10 school subjects in French including les maths / l'anglais etc. • 10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... • Il est... (plus the time by the hour) • 10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... / aller (in all forms) / time introduced simply by the hour (il est...) / days of the week



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Music	<p><u>Freedom to Improvise</u> Children will be taught that improvisation gives you the freedom to express yourself, to really go for it. Children will develop their improvisation skills in this unit/ An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion). They will consider the question: How Does Music Shape Our Way of Life?</p> <p><u>Battle of the Bands!</u> Children will create a fun and confident performance with your choice of music and songs and in small groups or as a whole class.</p>	<p>In Year 5 pupils learn control, phrasing and expression in singing; to hold part in a round (pitch/structure); maintain a more complex part within an ensemble (e.g. sing in a round or in harmony); create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals); know how pulse, rhythm and pitch fit together.</p> <p>In Year 5, children will have developed performance skills thinking about their performance as a whole and their audience.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>
Enrichment	<p>Visit to London 'Winning Minds' transition workshops. Police visit Computing workshops.</p>		