Winton Primary School Curriculum Map – Year 6: Autumn Term (1)

<table>
<tr><td>Topic Theme:</td><td colspan="8">Migration</td></tr>
<tr><td rowspan="2">English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr>
<tr><td colspan="8">Spellings taught weekly</td></tr>
<tr><td>Autumn 1</td><td colspan="4">Book: The Unforgotten Coat – Frank Cottrell Boyce

Writing outcomes: writing from a variety of perspectives
SMSC Themes
• Morality of migration / refugee status / identity</td><td colspan="4">Book: Rose Blanche – Ian McEwan and Roberto Innocent

Writing Outcomes:
Discussion text – should countries go to war?
Poetry – figurative language
SMSC Themes
• Morality of war</td></tr>
<tr><td>Mathematics</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr>
<tr><td>Autumn 1</td><td colspan="3">Place Value
▪ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
▪ round any whole number to a required degree of accuracy
▪ use negative numbers in context, and calculate intervals across zero
▪ solve number and practical problems that involve all of the above.</td><td colspan="5">Multiplication and Division
▪ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
▪ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
▪ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
▪ perform mental calculations, including with mixed operations and large numbers
▪ identify common factors, common multiples and prime numbers
▪ use their knowledge of the order of operations to carry out calculations involving the four operations
▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
▪ solve problems involving addition, subtraction, multiplication and division
▪ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</td></tr>
<tr><td colspan="9">The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.</td></tr>
<tr><td>Science</td><td colspan="3">Working Scientifically: using classification systems and keys to identify some animals and plants; research unfamiliar animals and plants; decide where they belong using a classification key.

P.O.S: Living Things and their habitats

Key Scientists: Carl Linnaeus

SMSC Themes
• Pollution, Taking Care of Environment (focus on growing</td><td>Computing</td><td colspan="4">E-Awareness:
Discuss safety rules/sign AUP. Refer to and discuss throughout lessons.
Logging on to laptops, accessing software.
Using LGFL login and password at home and school
ThinkUKnow Cybercafe Lessons
LGFL resources
including 'Us Online'
Online Research
Evaluate websites
Bias, viewpoint</td></tr>
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	into young adults and taking responsibility)		Advertising, Plagiarism Copyright, Data protection Filtering Web extensions *(eg. .org, .net, .gov, .co.uk, https:\\)* Online Publishing Email, Online tools, survey monkey, Social networks etc) Report and Privacy settings *SMSC Themes* • *The awareness of the impact of Apps (eg, what-app, snap-chat). Age-appropriateness.* • *What are the advantages of this technology?* • *What are the disadvantages? (Socialisation, friendships…. Ie: easy to fall out with people, hard to know what they mean when can't hear expression in their voice, make eye contact etc)* • *The rule of law – how does this apply to technology.*
History	Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *SMSC Themes* • *Human rights / civil liberties / freedom (rule of law)* • *Question: is the law always right (nb: slavery was the law)?* • *Is it ever right for someone to take someone else's freedom away?*	**Geography**	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Mongolia Key figures to study: • Sancho • Equaino • Caguano *SMSC Themes* • 'Great Leaders' - Individuals who had the courage to stand up for their beliefs in the face of inequality Cultural Capital: Pupils should know at least 25 capital cities!
Religious Education	Celebration of our differences within school (revising previous learning). Preparation for Focus Day: Myself and Others	**Physical Education**	Dance & movement skills (SCIS) Net/wall games (SCIS) Swimming (every other Friday)
Art and Design	Abstract art about migration *SMSC Themes* • *Cultural appreciation – Jacob Lawrence (movement of people to and across America).* *The idea of art as cultural narrative (telling the story of a people's history). – link to previous learning on cultural traditions (et, cave drawings)*	**Design and Technology**	

<table>
<tr><td>M.F.L.</td><td>Spanish</td><td>Music</td><td colspan="2">Continue to work on and consolidate/develop expertise through practice the objectives from Year 5.
Additional possible objectives for Year 6 and particularly for more able pupils (to be revisited and consolidated throughout year as required):
• I can sing in harmony confidently and accurately.
• I can perform parts from memory.
• I can take the lead in a performance.
• I can use a variety of different musical devices in my composition (including melody, rhythms and chords).
• I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
• I can analyse features within different pieces of music.
• I can compare and contrast the impact that different composers from different times have had on people of that time.

Instrumental Tuition: Violin</td></tr>
<tr><td>P.S.H.E</td><td colspan="2">Police Engagement Programme: Road Safety
Police Engagement Programme: Reality of Gangs and Street Crime

Online Safety</td><td>School Trips and Educational Visits</td><td>London Archives
SMSC Themes
• Puts topic currently studying in context of history (eg…. Slavery… in London; Tudors…. In London). Cultural heritage
Museum of London Docklands
Moral issues: role of London in the slave trade and its impact on the world. Consider how we now need to be moral about economic needs?</td></tr>
<tr><td>Black Jumpers + Pupil Voice Leadership</td><td colspan="4">Ongoing expectations and responsibilities throughout Year 6
SMSC Themes
• Leadership. Responding to the ‘needs and wants’ of all children around the school- especially during lunchtimes, playtimes and during pupil voice.
• Promoting the values and ethos of the school to younger year groups in their questioning and discussion of weekly topics in pupil voice
• Giving every child in the school a ‘voice’ through encouraging participation in pupil voice
• Understanding that wearing a black jumper is a symbol of commitment to the underlying values and ‘golden rules’ of the school
• Civic duty and helping others (including at lunchtime)</td></tr>
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Winton Primary School

Curriculum Map – Year 6: Autumn Term (2)

Topic Theme:	**Migration**							
English	1	2	3	4	5	6	7	8
Autumn 2	School Journey Writing outcomes: Advertising images/ video *SMSC Themes* • *Understanding advertising – the motivation behind it and how and why it can persuade someone (nb: being aware of how advertisement may not always be fully truthful)* • *Propaganda? (link to Hitler / Leadership – moral issues)*		Book: The Arrival – Shaun Tan Writing Outcomes: To plan and retell the story *SMSC Themes* • *Picture book – aesthetic appreciation* • *What it means to be a refugee; family bonds; motivations for leaving own country?* • *What does it mean to show generosity (give without asking in return)*			Book: Can we save the tiger? Writing Outcome: Discursive writing (literacy tree planning unit) *SMSC Themes* *Conservation, the natural world*		
Mathematics	1	2	3	4	5	6	7	8
Autumn 2	**Algebra** ▪ use simple formulae ▪ generate and describe linear number sequences ▪ express missing number problems algebraically ▪ find pairs of numbers that satisfy an equation with two unknowns ▪ enumerate possibilities of combinations of two variables.			**Measurement** ▪ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ▪ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ▪ convert between miles and kilometres ▪ recognise that shapes with the same areas can have different perimeters and vice versa ▪ recognise when it is possible to use formulae for area and volume of shapes ▪ calculate the area of parallelograms and triangles ▪ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].		**Geometry** ▪ draw 2-D shapes using given dimensions and angles ▪ recognise, describe and build simple 3-D shapes, including making nets ▪ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ▪ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ▪ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	

The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.

Science	Working Scientifically: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health P.O.S: Animals including humans *PSHE/SMSC Themes*	**Computing**	Programming and Computational Thinking throughout http://barefootcas.org.uk Purplemash 2Code Islington Year 6 Unit 1 Introduction to HTML Y6/7 Transition unit linking to blog Networks and Communications Islington Unit (8 lessons)

	• Healthy living – what it means to live a healthy life (and the implications of living an unhealthy)		
History	Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**Geography**	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Mongolia Key figures to study: • Sancho • Equaino • Caguano *SMSC Themes* • *Animal migration and consider animal rights, the impact of pollution on habitats (conservation)* • *Living conditions for animals (do animals deserve good living conditions? Are they 'equal' to humans? If they are not, then why should we bother caring for them?)*
Religious Education	Myself and Others	**Physical Education**	Dance & movement skills (SCIS) Net/wall games (SCIS) Swimming (every other Friday)
Art and Design		**Design and Technology**	
M.F.L	Spanish	**Music**	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives.
P.S.H.E	Stereotypes, discrimination and prejudice. Impacts on mental health.	**School Trips and Educational Visits**	London Archives Museum of Docklands
School Journey	**One week residential visit to Osmington Bay** *SMSC Themes* • Becoming great leaders – using leadership skills to succeed and to help other succeed. Used as a springboard to achieve and maintain the expectations of what it means to be a year 6 child for the rest of the when they come back to school. [Making the black jumper 'mean something'] • Giving the children the chance to excel in a variety of ways and in a range of challenging contexts and activities (including areas they may not have seen themselves capable of success) • A heavy focus on teamwork, cooperation, encouragement of each other's peers, respect, resilience and courage. • Seeing a difference in children's characters as their confidence grows when their peers see them in a different light.		

Winton Primary School Curriculum Map – Year 6: Spring Term

*Spring 2 only 5 weeks including Science week.

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<tr><td>Topic Theme:</td><td colspan="6">Shakespeare
(Tudors)</td></tr>
<tr><td>English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr>
<tr><td>Spring 1:</td><td colspan="4">Book: Romeo and Juliet (Shakespeare Stories) – Andrew Matthews, William Shakespeare and Tony Ross
Writing outcomes: Play scripts/ persuasive writing/ discussion texts
SMSC Themes
• Consdering the emotional well-being of friends and family members.
• Peer pressure. Conflict between own beliefs and the ‘common good’</td><td colspan="2">Poetry

Writing Outcomes: figurative language</td></tr>
<tr><td>Spring 2</td><td colspan="6">Book: Princess Blankets - Carol Ann Duffy and Catherine Hyde

Writing Outcome: to write a traditional tale</td></tr>
<tr><td>Mathematics</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr>
<tr><td>Spring 1</td><td colspan="3">Fractions
▪ use common factors to simplify fractions; use common multiples to express fractions in the same denomination
▪ compare and order fractions, including fractions > 1
▪ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
▪ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
▪ divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
▪ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
▪ solve problems which require answers to be rounded to specified degrees of accuracy
▪ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</td><td colspan="3">Ratio and Proportion
▪ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
▪ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
▪ solve problems involving similar shapes where the scale factor is known or can be found
▪ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</td></tr>
<tr><td>Spring 2</td><td colspan="3">Decimals
• multiply one-digit numbers with up to two decimal places by whole numbers
• use written division methods in cases where the answer has up to two decimal places
• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]</td><td colspan="3">Statistics
• interpret and construct pie charts and line graphs and use these to solve problems
• calculate and interpret the mean as an average.</td></tr>
<tr><td colspan="7">The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.</td></tr>
</table>

Science	Working Scientifically: deciding where to place mirrors; investigate the relationship between light sources, objects and shadows by using shadow puppets; extend their experience of light by looking at a range of phenomena including rainbows, soap bubbles, filters P.O.S: Light Key Scientists: Justus von Liebig (inventor of silver glass mirror in 1835) Work Scientifically: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world; asking pertinent questions and suggesting reasons for similarities and differences. P.O.S: Living Things and their habitats	**Computing**	<u>Spring 1: Multimedia & Word processing</u> Create collaborative documents, (Wiki) to organize, present and publish information for different purposes to a range of audiences. (J2E on LGFL, Publisher, PowerPoint, Word) Present and evaluate my own and each other's work through peer assessment (Publish and add comments on blog) Consolidate keyboard techniques and touch typing skills <u>Spring 2: Communication & Collaboration</u> Online publishing: creating and commenting on each other's blogs/work. Visit a variety of school blogs & compare. Regularly update a blog during a term. Add photos and links to related sites or other blogs to make it personal. Online research: use search technologies effectively including copyright Complete an online quiz or survey, e.g. LGFL e-safety survey
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Elizabethan A significant turning point in British History- Spanish Armada, Sir Francis Drake and Sir Walter Raleigh *SMSC Themes* • *Sir Francis Drake – hero to the English, but pirate to the Spanish (pirates vs privateers)* • *Lessons from History: What lessons can we learn from this about how we conduct trade with other countries today?*	**Geography**	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *(Link to Spanish Armada and Sir Francis Drake)* *Cultural Capital: Pupils should know at least 30 capital cities!*
Religious Education	- Special Books and Stories - Prayer and Worship - Food and Light	**Physical Education**	Gymnastics (SCIS) Invasion games (SCIS) Swim (every other Friday) – Spring 1
Art and Design	Representations of Shakespeare	**Design and Technology**	Design, make and evaluate Tudor Homes
M.F.L	Spanish	**Music**	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives. Instrumental tuition: Violin
P.S.H.E	Drugs, Alcohol, Tobacco Education: Weighing Up Risk Learning Mentor Secondary Transition Support	**School Trips and Educational Visits**	The Globe Theatre (Cultural heritage)

Winton Primary School Curriculum Map – Year 6: Summer Term

Topic Theme:	**Summer 1: Space** **Summer 2: Preparing for the future (Young Enterprise Project / Transition to Secondary School)**						
English	1	2	3	4	5	6	7
Summer 1	Book: One Giant Leap – Robert Burleach Writing Outcomes: Explanation text				Film: Wing It – Literacy Shed *SMSC Themes* • *Resilience and perseverance in the face of adversity* Writing Outcomes: fictional writing		
Summer 2	Review, Consolidate, address misconceptions, deepen learning. Plan new writing opportunities based on assessment to cover any specific areas of need. **Young Enterprise Project**						
Mathematics	1	2	3	4	5	6	7
Summer 1	Geometry • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		Consolidation	**Young Enterprise Project** **(also threads through all other subjects as needed)** ***SMSC Themes*** • *Responsible citizenship* • *Budgeting, accounting and ethics of investing* • *'Fiver Challenge'- basic investments and working as a team to produce a product or service. (http://www.fiverchallenge.org.uk/)*			
Summer 2	Performance Week	Review, Consolidate, address misconceptions, deepen learning. **And…. Young Enterprise Project-linked work**					

The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.

Science	Working Scientifically: systematically identifiying the effect of changing one component at a time in a circuit, P.O.S: Electricity Working Scientifically: comparing the time of day at different places; creating simple models of the solar system P.O.S: Earth and Space Key Scientists: Ptolemy, Alhazen, Copernicus	**Computing**	**Summer 1: Digital Media** Graphics: Creating digital artwork and interactive webpages for blog (J2E on LGfL) Video/Animation & Sound: plan a storyboard Create an animation for a purpose. Film, edit and refine. Re-edit, create sound effects and backing track. Publish and present to an audience Movie Maker, Audio Network, Audacity Summer 2: **Data** Spreadsheet

			Use a spreadsheet to solve problems. http://www.realworldmath.org/measurement-lessons.html Spreadsheet modeling. Create a budget to accompany a produce. Research the cost of materials, labour, packaging, transport ect. Present to audience in 'Dragon Den' style
History		**Geography**	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Religious Education	- Water and Symbols - Caring for Our World	**Physical Education**	Athletics & movement skills, including preparation for sports day (SCIS) Fielding/striking games (SCIS)
Art and Design		**Design and Technology**	Sewing: design and make space patches / emblems (linked to science unit)
M.F.L.	Spanish	**Music**	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives. Instrumental tuition: Violin
P.S.H.E	SRE: Puberty, relationships and reproduction Making decisions in the future about health and fitness. Financial Education – Young Enterprise Project Police Engagement Programme: Junior Citizens (Summer 2) 'Moving On' Workshop Theatre ADAD Learning Mentor transition sessions whole class. Tfl Citizen and Safety Workshop - 1 hour	**School Trips and Educational Visits**	Chessington World of Adventure Trip linked to Young Enterprise Project (eg, to a local business)