
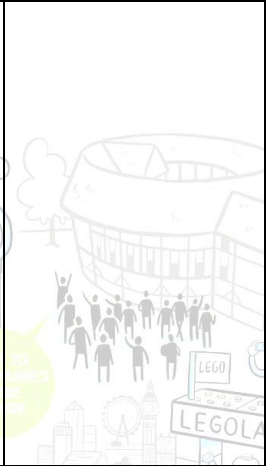


## Curriculum Provision Map – Year 6

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Narrative including film</b> – Killer Cat Toki. letters, diary entry  <b>End point:</b> to understand conventions of letter writing, produce a diary entry and recognize viewpoint  <b>Non-fiction</b> –  <b>End Point:</b> produce a recount of their Drusillas visit  <b>Episodic:</b> Drusilla's zoo visit  <b>ELO Osborne House</b></p>	<p><b>Narrative</b> – historical text: Street Child recount, predictions: Drama activities                      Poetry  <b>Episodic:</b> ELO Recycling Centre Ford</p>	<p><b>Narrative</b> – historical text: Street Child Autobiography, different viewpoints.  <b>End point:</b> children will recognize the features of an autobiography and be able to write one in character as Dr Barnardo  <b>Episodic:</b> Victorian Days                      Victorian theatre group</p>	<p><b>Narrative</b> including film – Varmints  <b>End point:</b> children will write a sequel to the original story                      Non-fiction – ocean rescue, environmental studies. Leaflets, poetry  <b>End point:</b> to produce a persuasive leaflet                      Revision – reading comprehension.</p>	<p>Revision – reading comprehension.                      Grammar &amp; spelling  <b>End point:</b> Successful completion of SAT tests</p>	<p>Romeo &amp; Juliet – introduction to Shakespeare.                      Character analysis                      Poetry                      Play-scripts  <b>End point:</b> children will understand the impact of Shakespeare's work, create rhyming couplets and perform sections of his plays.  <b>Episodic:</b> Shakespeare theatre group                      ELO Globe theatre</p>
<b>Maths</b>	<p>Place Value                      Algebra                      Data Handling                      Perimeter                      Written Division                      +, -, x ÷                      SATs Practice Assessment  <b>End Point:</b> To understand all objectives and be able to apply to a range of contexts. SATs experience.</p>	<p>Fractions                      2D &amp; 3D Shapes                      Time                      Angles                      Coordinates                      Problem Solving                      SATs Practice Assessment  <b>End Point:</b> To understand all objectives and be able to apply to a range of contexts. SATs experience.</p>	<p>Fractions                      FDP                      Place Value                      Measurement                      Algebra                      +, -, x ÷                      SATs Practice Assessment  <b>End Point:</b> To understand all objectives and be able to apply to a range of contexts. SATs experience.</p>	<p>Revision                      SATs Practice Assessment  <b>End Point:</b> To gain confidence and apply knowledge to a test.</p>	<p>Revision                      SATs Practice SATs  <b>End Point:</b> To gain confidence and apply knowledge to a test.</p>	<p>Drawing Pie Charts                      Problem Solving                      Money Week  <b>End Point:</b> To apply mathematical knowledge and understanding to real life contexts.</p>
<b>Science</b>	<p><b>Biology</b>                      Living things and their habitats</p>	<p><b>Biology</b>                      Living things and their habitats</p>	<p><b>Biology</b>                      Animals including humans</p>	<p><b>Biology</b>                      Evolution and Inheritance</p>	<p><b>Physics</b>                      Electricity  <b>End Points:</b> To know how the</p>	<p><b>Physics</b>                      Light  <b>End Points:</b> To be able to describe how</p>

	<p><b>End Points:</b> To show knowledge and understanding of classification including the work of Linnaeus.</p> <p><b>Episodic:</b> Drusillas trip</p>	<p><b>End Points:</b> To be able to carry out an investigation into microorganisms</p> <p><b>Episodic:</b> Wellbeing Warrior Days</p>	<p><b>End Points:</b> To be able to name the main parts and functions of the digestive, circulatory and respiratory systems. To know what a healthy lifestyle is.</p>	<p><b>End Points:</b> To be able to describe adaptation and survival of the fittest. Knowledge of Charles Darwin</p>	<p>variation in components effect a circuit.</p> <p>To recognise the symbols used in circuits.</p>	<p>light travels and the difference between natural and artificial light.</p> <p><b>Episodic:</b> ELO Science Museum London</p>
ICT	<p>Microsoft Excel Working with, creating and using data.</p> <p><b>End Point:</b> To be able to collect, input and analyse data accurately.</p>	<p>Audacity – using various music tracks to suit a given purpose. *E-Safety</p> <p><b>End Point:</b> To be able to name different genres of Music and show the skills necessary to be able to mix multiple tracks together.</p>	<p>CODE –Create functional games. *E-Safety</p> <p><b>End Point:</b> To be able to create code that is responsive to given scenarios and criteria.</p>	<p>Digital Drawing Use the iPads and styluses to build their skills in creating digital art.</p> <p><b>End Point:</b> To be able to use a range of mediums and inputs to create digital art.</p>	<p>Garage Band – iPad. Using the iPad to recreate known music and personalise sequences.</p> <p><b>End Point:</b> To be able to create a song using a range layers, instruments and sequences.</p>	<p>Animate It! Using play dough creations to create a stop frame animation movie.</p> <p><b>End Point:</b> To be able to create a seamless short animation movie using editing, voice-overs and soundtracks.</p>
DT	Art	Art	<p>Pies To make and taste a variety of pies with short crust, puff and filo pastry. <b>End Point:</b> To design and make their own pie, thinking about filling. To consider marketing strategies, advertisement and packaging for pie product. <b>Episodic:</b> Year group 'Enterpies' competition.</p>	<p>Digital Drawing Following tutorials Design school logo Design art sketch <b>End point:</b> to create a digital drawing of a famous local landmark</p>	Art	
PE	<p><b>INTERCLASS SPORTS DAY</b> NETBALL GYMNASTICS FOOTBALL BASKETBALL</p>	<p><b>DANCE HEALTH AND FITNESS</b> INDOOR ATHLETICS</p>	<p><b>MOVE IT</b> OAA INDOOR GAMES</p>	<p><b>INTERCLASS SPORTS DAY</b> STRIKING AND FIELDING SKILLS AND SPORTS AMERICAN FOOTBALL INDOOR TENNIS</p>	<p><b>ATHLETICS HANDBALL</b></p>	<p><b>LEGACY GAMES SPORTS DAY</b> CRICKET ROUNDERS TENNIS VOLLEYBALL</p>
History		The Victorians Impact of the Industrial revolution	Parliament and the history of British democracy	Independent research project	<b>Episodic – History Discovery Days</b>	<b>Episodic - River Arun trip</b>



		<p>and key changes that happened during the Victorian period.  <b>End Point:</b>          To know key dates and how changes during this period effect how we live today.</p> <p><b>Episodic: 2 Victorian School Days, Victorian theatre ELO – Osborne House</b></p>	<p><b>Episodic: Magistrates in the Community</b></p> <p><b>End Point:</b>          To have an understanding of British values and understand how democracy works.</p>	<p><b>End Point:</b>          To pursue a chosen line of enquiry and develop their historical skills of independent research using a range of sources.</p>		
<p><b>Geography</b></p>	<p><b>VOLCANOES</b>          Natural disasters. Longitude/Latitude.  <b>End Point:</b>          To understand the geographical features and human impact of volcanoes around the world.</p>				<p><b>RIVERS</b>          Physical features. Upper/middle/lower course. Flooding and climate change.  <b>Episodic: River Arun trip.</b>  <b>End Point:</b>          To understand how rivers are formed and identify the features and human uses.</p>	
<p><b>RE</b></p>	<p>Islam:  <b>WORSHIP</b>  <b>End Point:</b>          To define the term commitment and demonstrate/explain how Muslims demonstrate this.</p>	<p>Christianity:  <b>CHRISTMAS – Understanding Mary</b>  <b>End Point:</b>          To explain the role of Mary within the Christmas story.</p>	<p>Christianity:  <b>ETERNITY</b>  <b>End Point:</b>          To define the term 'Eternity' and explain how it aligns with Christians' views of life after death.</p>	<p>Christianity:  <b>WORSHIP</b>  <b>End Point:</b>          To understand the strength of Christianity as a religion.</p>	<p>Islam:  <b>BELIEF</b>  <b>End Point:</b>          To understand the challenges that face young children when trying to maintain their commitment to Allah.</p>	<p>Islam:  <b>VALUES</b>  <b>End Point:</b>          To understand that belief in Akhirah helps Muslims lead good lives.  <b>Episodic: Buddhism Assembly</b></p>
<p><b>PSHCE</b></p>	<p>Mental Wellbeing- Mindfulness &amp; meditation.  <b>End Point:</b>          To develop techniques and strategies to support well-being.</p>	<p>Relationships- Being safe &amp; effects of media. <b>End Point:</b>          To understand the importance of self-love and the impact that social media can have on self-esteem.</p>	<p>Living in the wider world- rules and law.  <b>End point –</b>          to understand laws that govern our country and the effect of crime on victims.</p>	<p>Democracy  <b>End Point:</b>          To understand how democracy allows you to help shape the environment you live in.</p>	<p>Drugs Education  <b>End Point:</b>          To understand the dangers and damaging effects of Drugs, Alcohol and Smoking.</p>	<p>SRE  <b>End Point:</b>          To understand the structure, functions and changes that their bodies will go through.</p>

			Episodic: Magistrate visit			
Music	<b>Music &amp; ICT:</b> *Audacity • Year Six Anthem	<b>Music &amp; ICT:</b> *Audacity <b>Singing rehearsals:</b> * Christmas • Year Six Anthem	• Year Six Anthem	• Year Six Anthem	• Assembly practice • Year Six Anthem	Assembly practice • Year Six Anthem
Art	<b>DRAWING</b> Exploring different pencils and techniques. How to draw- step by step. Creating light, shade and tone.	<b>TEXTILES</b> To embellish work with embroidery. Create frame for hanging. Evaluate. <b>End Point:</b> To produce a 'rainforest' inspired hanging wall batik.	<b>DIGITAL ART (new unit)</b>	<b>DT</b>	<b>DRAWING/ SCULPTURE/ CLAY WORK</b> Explore charcoals and chalks with a focus on expression (gargoyles). Clay manipulation. <b>End Point:</b> To have produced a gargoyle drawing and a clay gargoyle face/hanging.	<b>ARTIST APPRECIATION</b> Exploring various artistic styles and choose medium for final outcome. <b>End Point:</b> To produce an individual piece of artwork in the style of a chosen artist.
Languages	<b>FRENCH</b> To be able to give simple information about your age and birthday To be able to ask others simple questions about their age and birthday. <b>End Point:</b> To be able to verbally introduce yourself to others	<b>FRENCH</b> To be able to describe your family and say whether you have siblings. <b>End Point:</b> To be able to write a letter to a penpal as part of an exchange with a school abroad.	<b>BSL</b> To be able to greet others and introduce yourself by finger spelling your name. <b>End point:</b> To have an opportunity to use BSL in a real context to communicate with people in the deaf community.	<b>BSL</b> To learnt to sign some key phrases in conversations to establish a 2-way exchange. <b>End Point:</b> To be able to have a signed conversation with a peer.	<b>BSL</b> To be able to sign some key words of colours, feelings, verbs and nature. <b>End Point:</b> To be able to follow along with a song using BSL.	