

BARNES PRIMARY SCHOOL CURRICULUM MAP

YEAR GROUP: 6

		AUTUMN		SPRING		SUMMER	
THEME		Dangerous Earth				Ancient Egyptians	
CORE CURRICULUM	ENGLISH	<p>Texts studied: Goodnight Mister Tom</p> <p>Writing outcomes: Two diary extracts, detailed written comprehensions</p>	<p>Texts studied: Beowulf, A Christmas Carol</p> <p>Writing outcomes: descriptive piece of writing, a newspaper report and biography</p>	<p>Texts studied: Street Child</p> <p>Writing outcomes: three chapter narrative</p>	<p>Texts studied: The Iron Woman,</p> <p>Writing outcomes: a formal invitation, a persuasive letter,</p>	<p>Texts studied: The Wedding Ghost</p> <p>Writing outcomes: a narrative and a scripted interview,</p>	<p>Rythym and Poetry, Julius Caesar</p> <p>Writing outcomes: children’s own poems, a formal letter and an explanation</p>
	Maths	<p align="center">Place Value</p> <p>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.</p> <p align="center">Addition and Subtraction; Multiplication and Division</p> <p>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; use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p align="center">Fractions</p> <p>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, $1/4 \times 1/2 = 1/8$]; divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$];</p> <p align="center">Statistics – through geography</p> <p>Solve comparison, sum and difference problems using information presented in a line graph; complete, read and interpret information in tables.</p>		<p align="center">Decimals and percentages</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]; 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; 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; solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p align="center">Geometry – position and direction</p> <p>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.</p> <p align="center">Geometry – properties of shapes</p> <p>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.</p> <p align="center">Algebra</p> <p>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.</p>		<p align="center">Measurement</p> <p>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 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].</p> <p align="center">Ratio and Proportion</p> <p>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.</p> <p align="center">Statistics</p> <p>interpret and construct pie charts and line graphs and use these to solve problems; calculate and interpret the mean as an average.</p>	

	SCIENCE	<p>Topic: Living Things and Their Habitats</p> <p>Key learning points: the seven life processes, using and constructing branched keys, food chains and food webs, habitats and adaptation, Charles Darwin and Carl Linnaeus</p>	<p>Topic: Micro-organisms</p> <p>Key learning points: the characteristics of bacteria, viruses and fungi, Edward Jenner, Louis Pasteur, Joseph Lister and Alexander Fleming</p>	<p>Topic: Evolution and Inheritance.</p> <p>Key learning points: evolution, fossils and natural selection</p>		<p>Topic: Light.</p> <p>Key learning points: light appears to travel in straight lines, we see things because light reflects into our eyes, relationship between light and shadows.</p>	<p>Topic: Reversible and irreversible changes.</p> <p>Key learning points: how to obtain water from a salt- water solution, observation of reversible and irreversible changes</p>
	Computing	<p>E-safety topic: think before you post</p> <p>Main topic: build a spreadsheet (linked to Dangerous Earth learning theme)</p>	<p>Main topic: build a spreadsheet (linked to Dangerous Earth learning theme)</p>	<p>E-safety topic: digital literacy (evaluating digital content)</p>	<p>Main topic: Programming (Scratch)</p>	<p>E-safety topic: copyright and plagiarism</p> <p>Main topic: using computing to programme, monitor and control D&T products</p>	<p>Main topic: using computing to programme, monitor and control D&T products</p>
FOUNDATION SUBJECT / LEARNING THEME	HISTORY		<p>Historical enquiry focusing on the eruption of Mount Vesuvius in 79AD (short unit)</p>	<p>Learning theme: The Maya</p> <p>Historical enquiry “Who were the Maya and what caused the urban decline of the 9th Century.”</p> <p>A range of activities designed are undertaken to build an understanding of the Maya’s place in history, their way of life and the causes of the demographical changes that occurred in the 9th Century. Links are drawn between other ancient civilisations, both contemporary and not.</p>		<p>Learning theme: Ancient Egyptians</p> <p>Content: constructing a timeline, observing photographs and making careful sketches of artefacts, looking at photos and video material of the River Nile, using art work from Nebuman’s tomb to understand his way of life</p> <p>Key skills developed: to use a chronological framework to order historical periods, to make inferences and deductions about the past and their way of life based on surviving artefacts, looking at photos and video material of the River Nile, to use secondary sources to extract evidence about a family living in Ancient Egyptian times</p>	
	GEOGRAPHY	<p>Learning theme : Dangerous Earth</p> <p>Content: using maps to locate natural disaster hotspots, learning about the structure of the Earth, plate tectonics and the formation of mountains, geographical enquiry focusing on San Francisco,</p> <p>Key skills developed: to use a range of maps to identify specific information, to understand a geographical process (mountain formation), to understand the geographical features of a region (North America), use a range of source material to understand what happened during a natural disaster.</p>		<p>Geographical enquiry: Is San Francisco a safe place to live?</p>	<p>Geography Day: The country we live in</p> <p>Focus: glaciation in the UK</p>		

	DESIGN TECHNOLOGY	Using cams to create reciprocal motion		See computing (summer 2)		Food technology – design and prepare dishes using Egyptian cuisine	
	ART	<p>Sketching Salisbury Cathedral and Stonehenge.</p> <p>Leaf Art unit This unit is linked with the classification element of the Science Evolution and Inheritance unit. Observational drawings of leaves. Children revisit key pencil sketching techniques.</p> <p>Watercolour painting of autumnal leaves. Children revisit watercolour techniques</p> <p>Autumnal negative space paintings. Children explore negative space making prints with sponges and leaves.</p>	<p>Home Learning project – Dangerous Earth. Creating a model of or presentation on a chosen natural disaster.</p> <p>Using oil pastels to produce scenes from the story of Beowulf.</p>	Arts Week focus	<p>Instructional Art</p> <p>A study of instructions as art from its renaissance origins, through the Dada movement to the modern day. Children examine the work of Young British Artists, Yoko Ono and Solomon LeWitt both following instructions to create art and creating instructions to be followed.</p>	<p>(If time allows) Focus: Ancient Egyptian Theme – plaster cast of a tomb painting</p> <p>Key skills: mixing plaster, planning and designing ‘my life story’ by carving images onto the plaster cast in the style of the Ancient Egyptians, applying watercolours to the finished product</p> <p>Focus: Ancient Egyptian Theme – pottery designs</p> <p>Key skills: to make close observations of symmetrical designs and design their own using their creative journals</p>	
	PHYSICAL EDUCATION	<p>Yoga and dance/Rugby</p> <p>Focus for dance: developing movement by building a series of dance moves based on the ‘Dangerous Earth’ unit</p> <p>School journey: outdoor adventurous activities</p>	<p>Dance/Football</p> <p>Focus for dance: developing movement by building a series of dance moves based on the ‘Dangerous Earth’ unit</p>	<p>Yoga and gymnastics/Athletics</p> <p>Focus for gymnastics: balances and partner work</p>	<p>Gymnastics/Basketball/Netball</p> <p>Focus for gymnastics: balances and partner work</p>	Swimming/Cricket	Swimming/Tennis
	PERSONAL, HEALTH, CITIZENSHIP & SOCIAL EDUCATION (PHCSE)	School journey			<p>Taking Risks - Drugs and Alcohol Education</p> <p>This unit covers:</p> <ul style="list-style-type: none"> -Short term and long term effects of drinking and smoking -Understanding the positive and negative outcomes when taking risks -Examining peer pressure 	<p>Sex and relationships education</p> <p>This unit covers:</p> <ul style="list-style-type: none"> -Puberty and reproduction -Understanding relationships -Conception and pregnancy -Being a parent 	<p>Sex and relationships education</p> <p>This unit covers:</p> <ul style="list-style-type: none"> -Puberty and reproduction -Understanding relationships -Conception and pregnancy -Being a parent <p>Transition: moving on to</p>

							secondary school
	RELIGIOUS EDUCATION	Customs and Traditions (focus on Sikhism)			Choices, Morals and Ethics Linked to RE and culture day		