

LONG TERM CURRICULUM MAP

Year 6

This document **MUST** be used in conjunction with the BYPS Progression Grids

SUBJECT	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	Just So Stories by Rudyard Kipling (PoR)	Kaspar by Michael Morpurgo	Rose Blanche By Roberto Innocenti	The Piano (Literacy Shed)	Play Scripts	
ENGLISH	Writing Outcomes: Writing in the style of an author Non Chronological report. Metaphorical poetry	Writing Outcomes: Letter writing Diary Recount	Writing Outcomes: Fiction Narrative Recount	Writing Outcomes: Newspaper article	Writing Outcomes: Motivational Writing Review of Outing Persuasive Leaflet Letter of complaint	Writing Outcomes: Writing for a specific audience Instruction Writing
MATHS	WRH Small Steps: Place Value Addition, Subtraction, Multiplication and Division	WRH Small Steps: Fractions Position and Direction	WRH Small Steps: Decimals Percentages Algebra	WRH Small Steps: Converting units Perimeter, Area & Volume Ratio	WRH Small Steps: Properties of shape Problem Solving Statistics	WRH Small Steps: Statistics Investigations
SCIENCE	Animals including humans What does blood do?	Light Why can't you see round corners?	Living things and their habitats - Classification What type of creature is it?	Everyday Materials - Evolution and Inheritance Why do I look like my parents? Jubilee – family tree?	Electricity How do I make the light shine brighter?	
HUMANITIES	How has trade affected our population? Building on 'Food on plate' (Yr4), to learn about how slavery enabled world trade , and consider cause and consequence of events and people, including activists. Could also make comparisons with Passover.	How does what we eat affect others? Having solid understanding of trade (Food Y3, Docklands Y5, slavery Y6) can better consider fair trade, food miles etc. Can also build on anti-slavery activists (Y6) to develop understanding of trade embargoes, including South Africa.	How did WW2 affect us? Draw accurate world maps to show/describe spread of German Empire, make comparisons with previous expansions/invasions (Romans Y4, Vikings Y5). Select and use variety of sources to describe impact of above on London, locating accurately on own correctly scaled maps of UK (evacuation) and symbolled local area maps (e.g. bombsites, shelters, ARW sites). Recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing).	How has our high street shop changed? Draw maps of local area (compass +grid referencing) of local shops and sources of produce, including kosher food shops , and use knowledge of past and timeline events to identify and suggest reasons for differences between periods of Victorian, WW2 era (previous unit) and current. Queen's role across the world. Using prior learning about fair trade/food miles , use own graphs/data to explain changes and patterns in traffic, imports and human/physical features of locale, and demonstrate why local supplies would have a different impact.		
COMPUTING	Spreadsheets Unit: Twinkl https://www.twinkl.co.uk/resource/tp2-i-041-new-planit-computing-year-6-spreadsheets-unit-pack		Using Technology safely Streetwise Internet Safety Teacher Created Unit		Bletchley Park 2 Unit: Kapow https://www.kapowprimary.com/subjects/computing/upp	Showcase Unit: Kapow https://www.kapowprimary.com/subjects/computing/upp

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	Using excel to create graphs		*Link to RSE curriculum		er-key-stage-2/year-6/bletchley-park-2/ Write, record and edit radio plays about the History of Computers	er-keystage-2/year-6/skills-showcase/ Children create a video advert for a product
D T	<u>Textiles Project 3</u> Soft toys for Channukah Create a stuffed toy using blanket stitch and the techniques of appliqué and complex fastenings		<u>Cooking</u> Pizza with Olives- Tu Bishvat Measure ingredients accurately, kneading, spreading and baking. Discuss seasonality of food.		<u>Structures-Project 3</u> Bird Box Create a bird box using 'frame structures'.	
ART	Knowledge of Artists Make contour drawings using the work of Henry Moore as reference.	Tessellation Create design from tessellating hexagons.	Graphic Art (WW2) Design a poster. Investigate fonts and layout.	Perspective Introduce basic perspective drawing using LS Lowry.	Applique Design and create felt appliqued picture. *DT LINK	Woodwork *D&T link Make a wooden frame for a box (Tzedaka, pen pot, jewellery box)
PSHE	<u>Relationships</u> How can we respect ourselves and others?	<u>Living in the Wider World</u> How can we keep safe in the outside world?	<u>Relationships</u> How can we keep healthy as we grow?		<u>Living in the Wider World</u> How can we help in an accident or emergency?	<u>Relationships</u> How do friendships change as we grow?
MUSIC	Advanced Rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.		Songs of World War 2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts Advanced		Year 6 Show Learning to sing, play and act with passion and emotion and to create a connection between the audience and the performers.	
PE	Football Team building activities	Gymnastics	Dance	Tennis	OAA – kayaking and orienteering skills. Athletics	Summer Sports Striking and fielding
FOREIGN LANGUAGES BIBLICAL HEBREW	Consolidate ability to read without vowels fluently Consolidate ability to translate previously unseen ancient texts through conjugation of root words and prefixes and suffixes To confidently apply their understanding of the language to interpret unseen texts. To confidently ask questions and discuss different interpretations of the ancient texts To confidently explain orally their understanding of a particular text and how it relates to the culture surrounding Biblical Hebrew.					