



# Netley Abbey Junior School

## Year 6 Curriculum Map



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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TRIPS/ Activities		Fairthorne Shakespeare					Local area – Netley
English	Theme/ Genre/ Author	Discovery Heritage Text	Journey	Heritage Text Flight or fight	Around the World	Significant People	Local Area Poetry
	Writing	<b>The Arrival (Shaun Tan)</b>  <b>HT – Twelfth Night</b>	<b>The Terrible Thing that Happened to Barnaby Rooker</b>	<b>I am Malala</b>	<b>Shackleton’s Journey</b>	<b>Anne Frank – The diary of a young girl?</b>	<b>Where my Wellies Take me</b>
	Reading	Whale Boy	The Terrible Thing that Happened to Barnaby Rooker	War Horse	Women in Science – VIPERs  Test base	Tall Story  Test base	Where my Wellies Take me



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Maths	<p>Read, write and compare numbers up to 10,000,000. Determine the value of each digit. Generate and describe linear number sequences. Perform mental calculations, including large numbers with mixed operations (jottings are important here). Round any number to a required degree of accuracy when estimating or problem solving. Identify the value of each digit and multiply and divide by 10, 100, 1000 (up to 3 dps)</p>	<p>Use negative numbers in context and calculate intervals across zero (using a number line). Secure multiplication and division facts. Be able to generate 'new for old' using a range of jottings and representations and an understanding of PV</p>	<p>Use partitioning to make sense of very large numbers. Round to an appropriate degree of accuracy when estimating. Be able to represent any number using a range of resources and jottings to demonstrate an understanding of structure.</p>	<p>Decide which operations and methods to use when calculating and problem solving with number. Explain their choices. Embed the use of the inverse to check an answer. (bar model) Estimate through rounding to an appropriate degree of accuracy before calculating</p>	<p><u>SATs Revision</u> Support pupils by reviewing past questions and modelling solutions and strategies. Let pupils answer a similar question collaboratively and then independently. Build this up to groups of questions. Do not spend time on 'practice papers' as it is too late to test what they do not know! Concentrate on building confidence through good modelling and supportive questioning</p>	<p>Additive facts and related facts Multiplicative facts and related facts  Investigations Transition units</p>



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Science	<p><b>Living things and their habitats: classification</b> Describe how living things are classified into broad groups according to common observance, characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognized symbols when representing a simple circuit in a diagram.</p>	<p><b>Light</b> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Evolution and inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>Animals inc humans: Circulatory system, diet, exercise and lifestyles</b> Identify and name main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Significate scientist</p>
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History	<p><b>Ancient Greece - 2018</b> A study of the Greek life and achievements and their influence on the western world.</p> <p>Significant hero</p>		<p><b>Changes in medicine World War I</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history.</p>			



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Geography		<p><b>Map work skills</b> 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 wider world</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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)</p>			<p><b>Place knowledge South America</b> Understand geographical similarities and differences through the study of human and physical geography of a region of South America Brazil</p>	<p><b>Human and Physical Geography</b> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>



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Religious Education	<b>Ummah, Community</b> The Five Pillars	<b>Interpretation</b> Two Birth Narrative	<b>Flight as a Symbol</b>	<b>Resurrection</b> The empty cross	<b>God</b>	<b>Persuasion</b> WW1 Jesus and Mohammed
Art	<b>Sculpture</b> Clay pots		<b>Collage</b> Collage – around the world		<b>Painting</b> Pop Art Pointillism – local area	
Design and Technology		<b>Functional Textiles</b> Stockings		<b>Food:</b> Around the world		<b>Structures/ Electrically powered, motorised and computer controlled machines</b> Fairground rides
PSHE	<b>Rights and responsibility</b> <i>SCARF – Living in the wider world – rules, rights and responsibility</i>	<b>Responsibility for my own safety</b> <i>SCARF – Health and wellbeing – keeping safe</i>	<b>Managing conflict</b> <i>SCARF – Relationships – feelings and emotions</i>	<b>World of work</b> <i>SCARF – Living in the wider world – money</i>	<b>Stress and Change Management</b> Preparing for SATS  <i>SCARF – Relationships – valuing difference</i>	<b>SRE – Changing Relationships</b>  <i>SCARF – Health and wellbeing – growing and changing</i>



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SMSC	<i>Rule of Law Individual Liberty</i>	<i>Citizenship Democracy</i>	<i>Responsibility Rule of Law</i>	<i>Tolerance Honesty</i>	<i>Perseverance Citizenship</i>	<i>Self-Knowledge Self-Esteem</i>
Spanish	Time and daily routines The home Christmas		Towns and cities Directions Buying food Numbers 1-100		Food and menus The past tense	
Music	<b>Stomp</b> ←		→ <b>Keyboard</b> ←		→ <b>Singing</b>	
	<i>Improvise and compose their own rhythms. Creating STOMP music in different metres using word patterns Control complex rhythm patterns. Rehearse and present in independent groups, commenting how intentions have been achieved.</i>		<i>Develop an understanding of notation (from middle C) and begin to follow standard notation. Use simple chord sequences to structure pieces on the keyboard Describe and compare music by influential classical composers. Create variations of a piece of music inspired by Mozart within by using keyboard features such as tone, tempo &amp; rhythm</i>		<i>Maintain a part as a member of a group. Sing with an increasing awareness of pitch Sing more complex rhythmic patterns and sequences, including irregular rhythmic groupings eg. 5s 7s Sing simple part songs with awareness of pitch and balance. Develop ability to rehearse and present performances in independent groups, showing awareness of their own part in relation to others</i>	
PE	<b>Gym</b> – counter balance and sports acrobatics  <b>Ball skills</b> – netball and football	Dance - Choreography and Musicality – Fairground  <b>Tag rugby</b>	<b>Gymnastics</b> – Moment of flight  <b>OAA</b> – problem solving and teamwork	<b>Zumba/circuits</b>  <b>Health and fitness</b> – Methods of training	<b>Athletics</b> – throwing, jumping, running techniques  <b>Tennis</b>	<b>Cricket</b>  <b>Waveboarding</b> – street surfing



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Computing	Programming: ScratchMaths	Computer Aided Design  Green Screening linked to Geography	Creating a website		Programming – Scratch maths	Programming with external equipment (linked with DT)