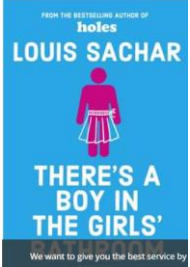
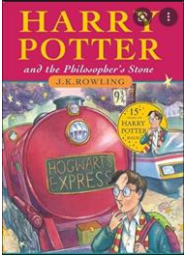
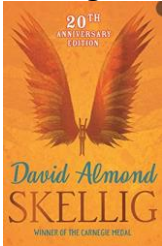
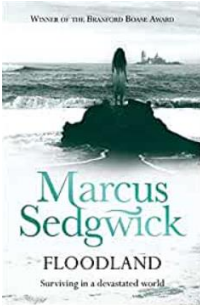
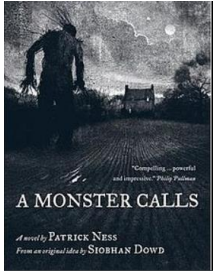


Year 6 Subject Map 2022

Subject	Term			
	Autumn	Spring	Summer	
English	<p><u>There's a boy in the girls' bathroom</u></p>  <p>FROM THE BESTSELLING AUTHOR OF HOLES LOUIS SACHAR THERE'S A BOY IN THE GIRLS' We want to give you the best service by</p> <p><u>Recount:</u> Diary writing - writing in role. <u>Letter writing:</u> formal and informal styles of letters. <u>Script writing/Drama:</u> Children to write in using books language and vocabulary.</p>  <p>HARRY POTTER and the Philosopher's Stone J.K. ROWLING HOGWARTS EXPRESS</p> <p><u>Harry Potter</u> <u>Narrative:</u> Writing from a characters point of view. <u>Chronological writing:</u></p>	<p><u>Skellig</u></p>  <p>20TH ANNIVERSARY EDITION David Almond SKELLIG WINNER OF THE CALDECOTT MEDAL</p> <p><u>Traditional poetry</u> <u>- The Highwayman</u> Summarise main ideas from the poem. Recite stanzas. Evaluate language and write in style of the poet - focus on metaphors and similes.</p> <p><u>Guy Fawkes</u> Link to history - research and write newspaper article based on the gun-powder plot.</p> <p><u>Christmas</u> <u>Personification poem</u> <u>Explanation piece:</u> in the style of 'How Father Christmas Really Works'</p>	<p><u>Floodland</u></p>  <p>WINNER OF THE BRANFORD BOASE AWARD Marcus Sedgwick FLOODLAND Surviving in a devastated world</p> <p><u>Balanced argument:</u> Link to topic - Children to write regarding the deforestation of the rainforest <u>Biography:</u> link to Science - chronological piece on key scientists. <u>Poetry:</u> Link to Computing and PSHE - Debate poem on the use of social media.</p> <p><u>Balanced argument:</u> Link to topic - Children to write regarding the deforestation of the rainforest <u>Biography:</u> link to Science - chronological piece on key scientists. <u>Poetry:</u> Link to Computing and PSHE - Debate poem on the use of social media.</p>	<p><u>Balanced argument:</u> Link to topic - Children to write regarding the deforestation of the rainforest <u>Biography:</u> link to Science - chronological piece on key scientists. <u>Non-chronological report:</u> - (One sided argument) - Link to Computing and PSHE - Use of social media. <u>Poetry:</u> Link to Computing and PSHE - Debate poem on the use of social media.</p> <p><u>Narrative:</u> <u>La Chaperon rouge:</u> Using structured writing to write a narrative for s short video. <u>Road's End:</u> Using structured writing to write a narrative for s short video. <u>Slam poetry:</u> Children to write their views on the recent Key Stage 2 assessments.</p> <p><u>A Monster Calls</u></p>  <p>Compelling... powerful and inspiring! - Philip Pullman A MONSTER CALLS A novel by PATRICK NESS From an original idea by STOBHAN DOWD</p> <p><u>Water Park</u> Using the different techniques learnt in poetry children will be given freedom to develop their own Water Park poem based on their experiences. Poetry writing- personification.</p>

	<p>Verbs and tense. Formal and informal writing. Recount of the Mirror of Erised. <u>Persuasive writing:</u> Active and Passive voice. Subordinate clauses. Letter from one of the three main characters to Dumbledore persuading him Snape is the villain.</p>					
<p>Maths</p>	<p>Number and place value</p> <ul style="list-style-type: none"> • Read, write 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. • Order decimals and convert decimals to fractions. • Use negative numbers in context and calculate intervals across zero. • Solve number problems and practical problems that involve all these aspects. <p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • Multiply multi-digit numbers (up to four digits) by a two-digit number using the formal written method of multiplication. • Perform mental calculations including with mixed operations and large numbers. • Add and subtract numbers, including decimals. To apply this in multistep step word problems. • Divide numbers up to 4 digits by a 2-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context. Divide numbers using short division • Use knowledge of the order of operations to solve calculations involving the four operations (BODMAS) • Solve multi-step problems involving the 4 rules and use estimations to check answers to calculations and determine in the context of a problem, levels of accuracy. • Identify common factors, multiples and prime numbers. <p>Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions >1 • Multiply simple pairs of proper fractions writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = 1/8$). • Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$). • Associate fraction with division and calculate decimal fractions equivalents for a simple fraction. • Solve problems, which require answers to be rounded to specified degrees of accuracy. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Identify the value of each digit in numbers given to three decimal places and multiply and divide any whole or decimal number by 10,100 and 1000. • Multiple 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. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>Ratio and proportion</p>					

- Solve problems involving the relative sizes of two quantities where missing values can be found using multiplication and division facts.
 - Solve problems involving the calculation of percentages and use 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.
- Algebra**
- Use simple formulae
 - Generate and describe linear number sequences.
 - Express missing number problems algebraically.
 - Find pairs of numbers that satisfy number sentences involving two unknowns e.g. what is $2a+3b$ if $a=2$ and $b=3$.
 - Enumerate all possibilities of combinations of two variables.
- Measures**
- Calculate the area of parallelograms and triangles and be able to use the correct formulae.
 - Recognise that shapes with the same areas can have different perimeters.
 - Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed and cubic metres and extending to other units, such as mm cubed and km cubed.
 - Convert units of lengths: g to Kg, ml to L, cm to m or mm.
 - Convert between miles and Km
 - Read the 24 hour clock, read and use timetables accurately.
- Geometry: properties of shape**
- Draw 2D shapes when given the dimensions and angles and recognise, describe and build simple 3D shapes including nets.
 - Find missing angles in a triangle.
 - Find missing angles in a parallelogram, rhombus, trapezium by working out diagonally opposite angles.
 - Illustrate and name parts of circles.
- Statistics**
- Interpret and construct pie charts and use these to solve problems by connecting understanding of angles, fractions and percentages.
 - Interpret and construct line graphs and use these to solve problems
 - Calculate and interpret the mean as an average.

<p>Science</p>	<p>Light: To recognise that light appears to travel in straight lines. Use the idea that light travels in a straight line to explain that objects are seen due to reflecting or giving out light into the eye. Explain that we see</p>	<p>Electricity: Associate the brightness of lamp/volume of buzzer with the number of cells used in circuit. Compare and explain variations and how components function. Use recognised symbols to represent simple circuit in a diagram.</p>	<p>Living things and habitats: Describe how living things are classified into broad groups according to common observable characteristics. To study micro-organism, plants and animals. Give reasons for classifying plants and</p>	<p>Evolution and inheritance: 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 parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Animals including humans: Identify and name the main parts of human circulatory system and describe functions of heart and blood. Recognise the impact of diet, exercise, drugs and life style. Describe the ways in</p>
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	<p>things because light travels from light sources to eyes/objects to eyes.</p> <p>Use the idea that light travels in straight lines to explain shadows maintain same shape.</p>	<p>animals based on specific characteristics. Link to Rainforest topic.</p>	<p>which nutrients and water are transported within animals including humans.</p>
RE	<p>Why is belief important? Incarnation</p>	<p>Holy buildings Salvation</p>	<p>Life after death Creation and fall</p>
PSHE	<p><u>Health and wellbeing:</u> To recognise how images in the media do not always reflect reality and can affect how people feel about themselves Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious, or that they believe to be wrong</p> <p><u>Relationships:</u> Peer relationships - Looking at a variety of peer groups and how they can affect behaviour and decisions. Link to SUMO.</p>	<p><u>Health and wellbeing:</u> Change, including transition, loss, separation, divorce and bereavement (Link to RE and transition visits to secondary) Recognise that they may experience conflicting emotions and they need to listen to their emotions to overcome them Realise that bacteria and viruses can affect health and that following simple routines can reduce their spread (link to Science: Living things) What is meant by the term "habit" and why habits can be hard to change (RE: Why holding beliefs can be difficult) Human reproduction</p> <p><u>Relationships:</u> Family - Looking at the variety of family structures and helping children to realise different support networks.</p>	<p><u>Health and wellbeing:</u> Taking care of their body and how to protect from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse are a crime and how to get support</p> <p><u>Relationships:</u> Personal - Linked to SUMO - Looking at resilience and perseverance. Linked to residential at Water Park.</p>
History	<p>Y6 Study five monarchs to extend pupils' chronological knowledge from 1066.</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Events beyond living memory that are significant nationally or globally Remembrance day</p> <p>Events beyond living memory that are significant nationally or globally An in-depth study at the Gunpowder plot and the</p>	<p>Year 6 - Battle of Britain</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Year 6 Local History Study</p> <ul style="list-style-type: none"> How did conflict change our local area in World War 2 	<p>Y6 Study The Windrush Generation</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The Caribbean. The part Caribbean men and women played in World War 2. <p>The Windrush pioneers; their struggles and successes.</p>

	consequences for the individuals involved.		
Geography	<p><u>Unit 1</u> <u>Comparison study</u> UK, Europe, North or South America Where is the Lake District? How was it formed? Poland - Tetra Mountains N. America Caribbean & Jamaica</p>	<p><u>Unit 2</u> <u>Physical processes</u> Earthquakes, mountains and volcanoes What are tectonic plates and where do you find them?</p>	<p><u>Unit 3</u> <u>Settlements and relationships</u> What are settlements and where are they found? People and economic patterns</p>
PE	<p><u>Swimming</u></p> <ul style="list-style-type: none"> ▪ To consolidate front/back crawl. ▪ To consolidate breast stroke technique. ▪ To tread water for a sustained period of time. ▪ To swim a distance of 25 metres. ▪ Discuss safe self-rescue. <p><u>Invasion - Competitive Invasion Games</u></p> <p>Attacking, defending, communication, Netball & Basketball</p> <ul style="list-style-type: none"> ▪ To further develop knowledge of attacking and defending. ▪ To know how to intercept a pass. ▪ To know how to invade as a team. ▪ To communicate effectively with team mates. ▪ To develop sportsmanship. <p><u>Invasion to score - Invasion Games</u></p> <p>Tactical defence and attack, Hockey & Football</p> <ul style="list-style-type: none"> ▪ To develop teamwork. ▪ To further develop knowledge of defending. ▪ To dribble a ball with control and fluency 	<p><u>Strike & Field - Teamwork</u> Collaborative teamwork, tennis & rounders</p> <ul style="list-style-type: none"> ▪ To field as a collaborative team unit. ▪ To strike a ball or object 'cleanly' using different equipment. ▪ To retrieve, intercept and stop a ball when fielding. ▪ To strike a ball or object using both sides of the body. ▪ Recognise their own and other's strengths. <p><u>Rounders</u> Striking, fielding, sending, receiving, movement skills, teamwork, rules</p> <ul style="list-style-type: none"> ▪ To perform correct technique for various skills; batting, catching, running and throwing in a variety of positions ▪ To be able to select and apply correct technique and make effective decisions under pressure ▪ To be able to analyse performance, break down skill and coach to improve performance in self and in others ▪ To be able to explain the rules of the sport and apply these correctly in a game situation ▪ To be able to develop and implement a range of strategies within the rules to gain 	<p><u>Dance - Street Dance</u></p> <ul style="list-style-type: none"> ▪ Able to express attitude and strong dynamics . ▪ Able to develop physical skill - strength in upper body. ▪ Able to demonstrate street dance technique - top rock, slides, helicopter. ▪ Able to demonstrate relationships - confrontation. ▪ Able to explore space - directions and formation. <p><u>Gymnastics - Perfecting</u> Body shape & position</p> <ul style="list-style-type: none"> ▪ To review and perfect holding shapes in flight. ▪ To form asymmetrical body shapes. ▪ To identify different elements of a gymnastic routine. ▪ To review some complex gymnastic positions. ▪ To use gymnastic terminology. <p><u>Going for Gold - Athletics</u> Measure & record performance, race walk & long distance</p>

	<p>using foot or hockey stick.</p> <ul style="list-style-type: none"> To further develop knowledge of attacking. To strike a ball or object towards a target or goal with power and accuracy. 	<p>advantage over opposition</p> <p><u>Barrow AFC Multiskills</u></p>	<ul style="list-style-type: none"> To develop the technique in order to race walk. Learn to measure & record performance. To train the body to run for a longer duration. To sustain pace over longer distances. To choose appropriate techniques for specific events. <p><u>Finding Success - Outdoor Adventure</u> Map designing, orienteering</p> <ul style="list-style-type: none"> Develop communication through speaking & listening. Work as a group to overcome a challenge. Learn some different ways of tying knots. Take part in competitive orienteering activities. Plan a short loop course for a partner or group. 			
Computing	<p><u>Communication and collaboration</u> Identifying and exploring how data is transferred and information is shared online.</p> <p><u>Webpage creation</u> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p><u>Variables in games</u> Exploring variables when designing and coding a game.</p> <p><u>Introduction to spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data.</p>	<p><u>3D modelling</u> Planning, developing, and evaluating 3D computer models of physical objects.</p> <p><u>Sensing</u> Designing and coding a project that captures inputs from a physical device.</p>			
Art and Design	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) - effect of light on objects and people from different directions – interpret the texture of a surface</p>	<p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels) - hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes</p>	<p>Texture (textiles, clay, sand, plaster, stone) – Develops experience in embellishing – Applies knowledge of different techniques to express feelings – Work collaboratively on a larger</p>	<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media</p>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Builds up drawings and images of whole or parts of items using various techniques – Screen printing</p>	<p>Pattern (paint, pencil, textiles, clay, printing) – Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes</p>

	<ul style="list-style-type: none"> - produce increasingly accurate drawings of people - concept of perspective 	<ul style="list-style-type: none"> - colour to express feelings 	scale	<ul style="list-style-type: none"> - Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> - Explore printing techniques used by various artists 	
D&T						
Music	<p>Happy- Being happy</p> <p>Classroom jazz 2- Jazz, improvisation and composition</p>	<p>A new year carol- Benjamin Britten's music and cover versions</p> <p>You've got a friend- The music of Carol King</p>		<p>Music and me- Create your own music inspired by your identity and women in the music industry</p> <p>Reflect, Rewind & Replay- The history of music, look back and consolidate your learning, learn some of the language of music</p>		