**Danbury Park Community Primary School**

**Key Stage 2 Long Term Curriculum Map**

**Class Avocet (Year 6)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **World Leaders** | **World Leaders** | **China** | **China** | **We’re Off!** | **We’re Back!** |
| **English** | Non-fiction units: Explanation and Recount,  Fiction: Quest | Non-fiction units: Report and Poetry  Fiction: Take One Book | Non-fiction units: Discussion and Persuasion  Fiction: Narratives created around a similar theme | Non-fiction units: Persuasion (Continued) and Poetry  Fiction: Take One Book | Non-fiction units: weekly study of each style  Fiction: Take One Picture | Non-fiction units: Explanation, Report and Recount |
| **Maths** | Place value incl. decimals  Mental and written addition  Mental and written multiplication  Time  2D and 3D shape  Mental and written subtraction  Mental and written division | Fractions, percentages, ratio and proportion  Geometry - angles  Statistics – pie charts  Measurement – length, including perimeter and mass  Measurement – area and volume | Place value, sequences and coordinates  2D shape, coordinates, translation and reflection  Measurement – temperature, mean  Calculating with fractions  Mental and written division  Mental and written multiplication | Mental and written addition and subtraction  Measurement, ratio and proportion  2D and 3D shape  Area, perimeter and volume of shapes  Statistics – line graphs and pie charts | Place value, decimals and fractions  Mental and written calculation  Calculating fractions, ratio and proportion  Coordinates, translation and reflection  Algebra and sequences  Measurement (length and time) Statistics - mean | Measurement – mass and volume / capacity  Mental and written calculations  Fractions  Place value and decimals  2D and 3D shape |
| **Science** | **Working Scientifically**  To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  **All Living Things and their Habitats**  Working scientifically to describe how living things are classified into broad groups according to common observable characteristics. | **Evolution and Inheritance**  To recognise that things have changed over time and that fossils provide information.  **Electricity**  To investigate electric circuits building upon their previous knowledge. The children will investigate different circuits recording their findings using recognised symbols. | **Working Scientifically**  To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  **Light**  To recognise how light travels and how this affects the type of shadow created.  Visit to the Greenwich Royal Observatory.  **Animals, Including Humans**  To identify and name the main parts of the human circulatory system, and describe their role.  To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  To describe the ways in which nutrients and water are transported within animals, including humans. | **Sound**  To identify how sounds are made.  To recognise that vibrations from sounds travel through a medium to the ear.  To find patterns e.g. within pitch and volume.  To recognise that sounds get fainter as the distance from the sound source increases.  Properties and  **Changes of Materials**  To investigate materials and their uses looking at magnetism, conductivity, reversible, irreversible, etc. | **Working Scientifically**  To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. |  |
| **Computing** | **Digital Literacy and Information Technology**  Research information, discuss computer networks and how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.  **e-Safety**  To understand the dangers of using the internet and how they should seek help and support if necessary. | **Programming**  To use a computer program e.g. Scratch to create game entitled ‘World Leaders’. | **Modelling and Simulations**  Create a simple model using a range of variables understanding that changing data within variables and variables themselves can change the way the model behaves and can predict the effect of these changes.  **e-Safety**  To understand the dangers of using the internet and how they should seek help and support if necessary. |  | **Handling Data**  To collect data to solve a planned investigation.  To work towards sharing their presentation with others.  To ensure safe use of the internet during their research.  **e-Safety**  To understand the dangers of using the internet and how they should seek help and support if necessary. |  |
| **History** | **World Leaders**  A study of British history beyond 1066.  To locate, evaluate and learn from information gathered. | To use dates and terms to do with the passing of time.  To produce structured work using dates and historical vocabulary. | **China**  A world study that identifies some of the ideas, beliefs, attitudes and experiences of men, women and children of China.  To show how the times studied have been represented and interpreted in different ways and reason for this. | To explain some causes and consequences of the main events, situations and changes. | **We’re Back!**  To understand national and international events and show mastery of these skills.  To identify changes and links both within and across the different times they have studied and explain the reasons for them. | To understand and show mastery of specialist vocabulary e.g. invasion, settlement, monarch, trade.  To begin to produce structured writing, making appropriate use of dates and correctly using sophisticated historical vocabulary e.g empire, civilization, parliament and peasantry. |
| **Geography** | **Wonderful Earth**  To identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle  On a world map locate the main countries in Africa, Asia and Australasia/ Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. | To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  To describe and understand volcanoes and earthquakes, including plate tectonics and the ring of fire. | **Where in the World?**  To describe and understand key aspects of types of settlement and land use including mountains, climate zones, biomes, vegetation belts and rivers and water cycles.  To expand map skills to include non-UK countries.  To extend to 6 figure grid references with teaching of latitude and longitude in depth. | To compare a region in UK with a region in N. or S. America with significant differences and similarities. To understand some of the reasons for similarities and differences.  This unit will also relate to the topic work on China. | **York**  To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. To understand how these features have changed over time.  To understand how geographical regions have changed over time. |
| **Art & Design** | **Painting**  To use paint to create a self-portrait.  To adapting a self-portrait in the style of a different artist e.g. Picasso’s *Weeping Woman* | **Textiles**  To create a batik using adapted portrait. | **Drawing**  To use a variety of sources including observation, photographs and digital images to create drawings.  To begin to use simple perspective using a  single focal point and horizon.  To begin to develop an awareness of composition, scale  and proportion in their paintings e.g. foreground,  middle ground and background. | **Printing**  To create printing blocks by simplifying an initial sketch book idea.  To create a print using a relief or impressed method.  To create prints with overlays.  To work into prints with a range of media e.g. pens, colour pens and paints. | **Collage**  To create a collage by adding to a painted, printed or drawn background.  To use different techniques, colours and textures etc. when designing and making pieces of work. | **3D and Sculpture**  To create 3D models and sculptures based upon buildings and landforms observed during the visit to York. These will be shaped, formed, modelled and constructed with greater accuracy. |
| **Design Technology** | **Whose Face?**  To design and create a mask using a variety of tools, materials, equipment, components and processes with precision.  To add finishing touches to the masks to ensure it is fit for the purpose intended. |  | **Chinese New Year**  To prepare food products taking into account the properties of ingredients.  To select and prepare foods for a particular purpose.  To work safely and hygienically. |  |  | **3D and Sculpture**  To create 3D models and sculptures based upon buildings and landforms observed during the visit to York. These will be shaped, formed, modelled and constructed with greater accuracy. |
| **Music** | **Let’s Find the Beat!**  To practise finding the beat in a variety of different styles of music and conducting with them.  To investigate the patterns found in music, concentrating on rhythms. | To consolidate work on rhythms and cyclic patterns.  To develop further music notations, including the use of conventional stave notation.  To learn and perform songs for the KS2 Christmas Production. | **Creating a Rhythm!**  To continue work on rhythm, using the ideas of *Stomp* as a starting point.  To make more complex rhythms and combine different rhythms using a variety of objects to create sounds.  To continue the use music notations to record ideas, including the use of conventional stave notation. | To continue work on rhythm, making rhythms more complex and also combining different rhythms using a variety of objects to create sounds.  To continue to use music notations to record ideas, including the use of conventional stave notation.  To learn and perform songs for the Spring Celebration. | **Telling a Story!**  To investigate how sounds can enhance a story for an audience. To choose a story to share with Reading Partners and compose music to accompany the retelling of the story. | To use knowledge of the instruments at school and the different sounds to create musical additions to the story adding to the enjoyment of the intended audience. |
| **PE** | **Gymnastics: Let’s Twist Again!**  To manipulate the body in different directions.  To work co-operatively with a partner to design a sequence which shows variation in shape, speed and direction and evaluate its effectiveness.  **Outdoor:**  Football skills | **Dance**: **Let’s Twist Again!**  To use twisting and turning techniques to explore, improvise and combine movement ideas fluently and effectively to create a own dance.  **Outdoor:**  Tag rugby skills | **Badminton**  To hit the shuttle over the net so that it lands in the opponent's court before it can be returned.  To develop the skills of hitting the shuttle quickly, slowly, high, flat or low. To use degrees of force to achieve controlled shots.    **Outdoor:**  Hockey skills | **Gymnastics: Holes and Gaps**  To travel over and under shapes made by a partner with or without contact, extend skills to travel over a moving base.  To work co-operatively with a partner to design a sequence which shows variation in shape, speeds and direction and evaluate its effectiveness.  **Outdoor:**  Netball skills | **Bowled Over!**  To develop skills of fielding and batting in cricket by:  \*striking a bowled ball  \*using a range of fielding skills, e.g. catching, throwing bowling, intercepting, with growing control and consistency.  \*working collaboratively in pairs, group activities and small-sided games  \*using basic rules consistently and fairly.  **Outdoor:**  Athletics | **Athletics**  To develop skills of movement.  To select and apply these skills, tactics and compositional ideas.  To increase knowledge and understanding of fitness and health. To evaluate and improve performance.  **Outdoor:**  Rounders skills |
| **RE** | **The Five Pillars of Islam**  To understand the five pillars and their significance and importance to members of the Islamic faith.  **The Ka’bah and the Hajj**  To appreciate the importance of the Ka’bah and the significance of making a pilgrimage to a Muslim. | **Christianity in the Local community and Beyond**  To appreciate the role of the parish church in the life of the local community.  **The Christmas Story**  To understand the Christmas story and its impact on the world both then and today. | **Living as a Buddhist: Devotional Practices and the Middle Way**  To increase knowledge of Buddhism through a greater understanding of the Buddha image,  Buddhist shrines and Buddhist devotional practices. | **Christianity: Holy Week**  To understand the last week of Jesus’ life following the journey and events from Palm Sunday, Good Friday and Easter Sunday.  To understand the importance of these events to Christians. | **Sacred to Sikhs**  To understand the teachings of the Sikh faith and the importance of the Guru Granth Sahib (holy book), the Mool Mantra (basic statement of belief in God), the gurdwara (temple) and the Harmandir (the Golden Temple). | **A Secular World**  To have a knowledge of the meaning and historical roots of Humanism. |
| **PSHEe & C** | **Feelings and Relationships**  To recognise, understand, handle and appropriately express emotions.  To recognise that relationships are an integral part of any human’s life.  To develop an understanding of democracy – election of School Councillors  Christmas enterprise project. | To understand that, whether good or bad, relationships have a profound influence on our lives.  To be encouraged to develop ‘effective and fulfilling’ relationships.  To develop an understanding of equality and how to deal with bullying. | **Health**  To know the benefits of living a healthy life-style, eating well, taking good exercise and keeping clean and fit including drug and alcohol awareness.  To understand the nature of stress and worry. | To know about school procedure relating to health and safety, and who is available to help them.  To know about sensible use of the road. (*Bikebility* programme and *Crucial Crew*) | **Choices**  To recognise that choices need to be made on an informed basis, involving an assessment of the evidence before taking action.  To understand own responsibility in relation to e-safety | To make confident, informed choices about matters of personal health and well-being.  Sex and relationships education.  First Aid training. |
| **Languages** | **Ways of Travelling**  To memorise and present a short spoken text about modes of travelling. | To build sentences with at least two different ideas and understand that words can change place in a sentence. | **Instructions**  To give classroom instructions through games such as ‘Jacques a dit’.  To count in multiple of 10 to 100 by doing additions or subtractions activities. | **Keeping Healthy!**  To learn vocabulary associated with sports and favourite sport personality.  To memorise and present a short spoken text about healthy food and give reasons. | **Animals**  To learn vocabulary associated with animals. To ask and answer questions and describe animals and begin to use feminine agreements. | **What’s the Time?**  To tell the time and talk about the date and the weather, saying which clothes might be worn in different conditions. To initiate conversation in French when working in pair or groups. |