



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Avocet (Year 6) 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	World War 1	Battle of Britain	China	China	We're Off!	We're Back!
English	Non-fiction units: Explanation, Report and Poetry. Fiction: Historical.	Non-fiction units: Recount and Persuasion. Fiction: Take One Book.	Non-fiction units: Discussion and Poetry. Fiction: Narratives creating settings, characterisation and atmosphere.	Non-fiction units: Discussion (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 and negative numbers. Mental and written addition, subtraction, Multiplication and division.	Fractions: simplifying, ordering and calculating with fractions. Geometry: Position and Direction. Translations and reflections on a 4 quadrant grid.	Place value: identify the value of digits to 3 decimal places, multiply and divide with decimals and solve problems. Percentages: recall and use equivalent fractions, decimals and percentages, calculate percentages of amounts and solve problems. Algebra: use simple formulae, express number problems algebraically and find pairs of numbers that solves two unknowns.	Measurement: converting between imperial and metric units in length, mass and volume. Measure: perimeter, area and volume. Recognise where possible to use formulae to find area and volume of shapes. Ratio: solve problems involving relative size of two quantities. Solve problems of similar shapes using scale factors. Solve ratio and proportion problems.	Geometry: properties of shape. Draw 2d shapes with given dimensions, measure and calculate missing angles and compare and classify geometric shapes based on their properties. Statistics: name parts of a circle. Read, interpret and draw line graphs and pie charts. Calculate mean as an average. Problem solving: solve problems and practice questions in preparation for SATs.	Investigations: consolidate knowledge and understanding of mathematics through the application of skills in open-ended investigations using their problem-solving and reasoning skills.



<p>Science</p>	<p>Working Scientifically To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>All Living Things and their Habitats Working scientifically to describe how living things are classified into broad groups according to common observable characteristics.</p>	<p>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.</p>	<p>Working Scientifically To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Evolution and Inheritance To recognise that things have changed over time and that fossils provide information.</p>	<p>Light To recognise how light travels and how this affects the type of shadow created.</p>	<p>Working Scientifically To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Electricity To investigate electric circuits building upon their previous knowledge. The children will investigate different circuits recording their findings using recognised symbols.</p>	<p>Sex Education To learn about the development of puberty, conception and relationships.</p>
<p>Computing</p>	<p>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.</p> <p>e-Safety To understand the dangers of using the internet and how they should seek help and support if necessary.</p>	<p>Programming To use a computer program e.g. Scratch to create games.</p> <p>Digital Literacy and Information Technology Create presentations for specific purposes, considering the appropriateness of content, transitions and animations.</p>	<p>Digital Literacy and Information Technology Use a range of sensors (temperature, light, sound, heart rate monitors) in a variety of situations in the course of scientific investigations.</p> <p>e-Safety To understand that a digital footprint will last a lifetime and some of it can be tracked by others.</p>	<p>Digital Literacy and Information Technology Construct, refine and interpret various graphs. Check for accuracy by checking data, using different views, search tools and graphing. Identify and correct inaccuracies.</p>	<p>Digital Literacy and Information Technology In the context of creating a presentation or quiz, independently select and combine text, images, video and sounds to presentations from a variety of sources.</p> <p>e-Safety Know the importance of not uploading other people's images or content without their permission.</p>	<p>Digital Literacy and Information Technology Export movies in a variety of formats and use them in multimedia presentations.</p> <p>Create an animation for a specific audience, add own narration or saved music and add titles and credits.</p>



<p>History</p>	<p>World War 1 A study of British history beyond 1066.</p> <p>To give some causes and consequences of the main events in the periods they have studied. To describe some of the main ideas, beliefs, attitudes and experiences of men, women and children both in Britain and the wider world. To produce structured work using dates and historical vocabulary</p>	<p>Battle of Britain To identify a number of changes and links both within and across the different times they have studied and explain the reasons for them. To produce structured work using dates and historical vocabulary. To understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time.</p>	<p>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.</p>		<p>We're Off! 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.</p>	<p>We're Back! 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.</p>
<p>Geography</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



	environmental regions, key physical and human characteristics, and major cities.		teaching of latitude and longitude in depth.			
Art & Design	<p>Drawing Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p>	<p>Painting Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Develop painting from a drawing using different media and materials and mixing appropriate colours.</p> <p>3D and Sculpture Develop skills in using clay including coils and slips. (Pots and poppies)</p>	<p>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.</p>	<p>3D and Sculpture Develop skills in using clay including slips. (Terracotta soldiers)</p> <p>Painting Develop a painting from different media and create imaginative work from a variety of sources.</p>	<p>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.</p> <p>Textiles To use different grades of threads and needles increasing the stitch and accuracy and style of stitch.</p>	<p>Painting To use simple perspective using a single focal point and horizon. To develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>
Design Technology	<p>Cake making for our guests for Autumn Assembly 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.</p>	<p>Enterprise Day 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.</p>	<p>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.</p>	<p>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.</p>		<p>3D and Sculpture To create 3D models and sculptures based upon fairground rides observed during the visit to York. These will be shaped, formed, modelled and constructed with greater accuracy.</p>
Music	We will be learning about music of and inspired by the two World Wars, and	This half term we will be revising our notation and theory skills and then	We will be working in pairs composing a theme for a Harry Potter character,	This half term we will complete our Harry Potter compositions and then combine our	This half term we will be studying popular music, listening to and discussing the changes	This half term we will be writing lyrics and creating a song inspired by our time at



	<p>creating a whole class audio landscape with contrasting sounds representing the war, to link with war poetry. We will also be learning about and listening to music by our first two Composers of the Month, Vaughan Williams and Amy Beach.</p>	<p>concentrating on learning our songs for the Christmas production. We will also be learning about and listening to music by our next Composers of the Month, Chopin and Prokofiev.</p>	<p>focussing on demonstrating our knowledge of the elements of music. We will also be learning about and listening to music by our two Composers of the Month, Brahms and Stravinsky.</p>	<p>themes to suit a scene from the books. We will also be learning about and listening to music by our next Composer of the Month, Haydn.</p>	<p>in style from the 50s to the present day. We will look at the form and components of a pop song and study some singer-songwriters. We will be learning about and listening to our two Composers of the Month, Chaminade and Faure.</p>	<p>Danbury Park. We will also study our final Composers of the Month, Copland and Bernstein.</p>
PE	<p>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.</p> <p>Outdoor: Tag rugby skills</p>	<p>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.</p> <p>Outdoor: Football skills</p>	<p>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.</p> <p>Outdoor: Hockey skills</p>	<p>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.</p> <p>Outdoor: Netball skills</p>	<p>Tennis To develop skills to send the ball over the net to a target area which their opponent is defending. To understand the basic common principles of tennis and develop skills to play a simple game.</p> <p>Outdoor: Cricket</p>	<p>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.</p> <p>Outdoor: Rounders skills</p>
RE	<p>The Five Pillars of Islam To understand the five pillars and their significance and importance to</p>	<p>Christianity - the importance of Jesus:his birth, miracles, teaching, death and resurrection</p> <p>The Christmas Story</p>	<p>Sikhism - the 5Ks, Harmandir, Sikh initiation</p>	<p>Christianity: Holy Week To understand the last week of Jesus' life following the journey and events from Palm</p>	<p>Buddhism - the Middle Way, The Noble Eightfold Path, Enlightenment</p>	<p>A Secular World To have a knowledge of the meaning and historical roots of Humanism.</p>



	<p>members of the Islamic faith.</p> <p>The Ka'bah and the Hajj</p> <p>To appreciate the importance of the Ka'bah and the significance of making a pilgrimage to a Muslim.</p>	<p>To understand the Christmas story and its impact on the world both then and today.</p>		<p>Sunday, Good Friday and Easter Sunday.</p> <p>To understand the importance of these events to Christians.</p>		
PSHEe & C	<p>Feelings and Relationships</p> <p>To recognise, understand, handle and appropriately express emotions.</p> <p>To recognise that relationships are an integral part of any human's life.</p> <p>To meet and socialise with a different generation and strangers within a controlled environment.</p> <p>To develop an understanding of democracy - election of School Councillors.</p>	<p>To understand that, whether good or bad, relationships have a profound influence on our lives.</p> <p>To be encouraged to develop 'effective and fulfilling' relationships.</p> <p>To develop an understanding of equality and how to deal with bullying.</p> <p>To know about school procedure relating to health and safety, and who is available to help them.</p> <p>To know about sensible use of the road. (Bikeability programme)</p>	<p>Health</p> <p>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.</p> <p>To understand the nature of stress and worry.</p>		<p>Choices</p> <p>To recognise that choices need to be made on an informed basis, involving an assessment of the evidence before taking action.</p> <p>To understand own responsibility in relation to e-safety</p> <p>To know about school procedure relating to health and safety, and who is available to help them.</p> <p>To know about sensible use of the road. (Crucial Crew)</p>	<p>To make confident, informed choices about matters of personal health and well-being.</p> <p>Sex and relationships education.</p> <p>First Aid training.</p>
Languages French	<p>Unit 19 - Les quatre Saisons</p> <p>The children learn to describe seasons using a poem <i>Le retour du printemps</i> and the</p>	<p>Unit 20 - Les Planètes</p> <p>The children learn to name the planets. They construct sentences using verbs, nouns,</p>	<p>Unit 21 - Notre Monde</p> <p>In this unit children find out about some French-speaking countries in Africa.</p>	<p>Unit 22 - Je suis le musicien</p> <p>In this unit children learn to discuss their musical preferences and to say which</p>	<p>Unit 23 - Le Passé et le Présent</p> <p>The children will learn to describe places in town and compare modern day</p>	<p>Unit 24 - Qui de neuf?</p> <p>The children look at French newspapers and talk about their favourite columns and</p>



	<p>music from Vivaldi's <i>Four Seasons</i>. They learn to talk about what the weather was like. They work on an end of unit performance to consolidate and celebrate their learning.</p>	<p>adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>	<p>They compare and contrast these with France. There is an opportunity to exchange information on their local area with a school abroad.</p>	<p>instruments they play. They learn an adaptation of the song 'I am the Music Man'. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.</p>	<p>settlements with those in the late 1940s. They will revise and learn adjectives and new places in town. They will apply this knowledge to help them to understand texts about towns in France giving descriptions, saying the year, asking questions etc.</p>	<p>articles. They work together to produce texts for a class newspaper. They consolidate their learning from KS2.</p>
--	---	---	---	--	--	---