



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Avocet (Year 6) 2021-22

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Leisure and Entertainment | Leisure and Entertainment | China | China | British History | British History |
| English | Non-fiction units: Autobiography, biography. Report and Poetry. Fiction: Historical. | Non-fiction units: Recount, Persuasion and Explanation, Fiction: Take One Book. Poetry | 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 book | 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. |



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| <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>Health Education To learn about the development of puberty, conception and relationships.</p> |
| <p>Computing</p> | <p>Programming To use sequence, selection and repetition in programs; work with variables. To work with various forms of input and output.</p> <p>Logical Thinking To use logical reasoning to explain how some simple algorithms work.</p> <p>e-Safety To recognise acceptable/unacceptable behaviour.</p> | <p>Programming To design, write and debug programs that accomplish specific goals. To control or simulate physical environments. To solve problems by decomposing them into smaller parts.</p> <p>Searching To use search technologies effectively. To appreciate how search results are selected and ranked</p> | <p>Information Technology To select, use and combine a variety of software (including internet services) on a range of digital devices.</p> <p>e-Safety To know a range of ways to report concerns and inappropriate behaviour.</p> | <p>Information Technology To design and create a range of programs, systems and content that accomplish given goals.</p> <p>e- Safety To understand the opportunities networks offer for communication and collaboration</p> | <p>Information Technology To collect, analyse, evaluate and present data and information</p> <p>e-Safety To be discerning in evaluating digital content.</p> | <p>Logical Thinking To understand computer networks including the internet. To understand how networks can provide multiple services, such as the world wide web.</p> |



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| <p>History</p> | <p>Leisure and Entertainment 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.</p> <p>To describe some of the main ideas, beliefs, attitudes and experiences of men, women and children both in Britain and the wider world.</p> <p>To produce structured work using dates and historical vocabulary.</p> | <p>Leisure and Entertainment</p> <p>To identify a number of changes and links both within and across the different times they have studied and explain the reasons for them.</p> <p>To produce structured work using dates and historical vocabulary.</p> <p>To understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time.</p> | <p>China</p> <p>A world study that identifies some of the ideas, beliefs, attitudes and experiences of men, women and children of China.</p> <p>To show how the times studied have been represented and interpreted in different ways and reason for this.</p> | <p>To explain some causes and consequences of the main events, situations and changes.</p> | <p>Y6 activities</p> <p>To understand national and international events and show mastery of these skills.</p> <p>To identify changes and links both within and across the different times they have studied and explain the reasons for them.</p> | <p>Y6 activities</p> <p>To understand and show mastery of specialist vocabulary e.g. invasion, settlement, monarch, trade.</p> <p>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</p> <p>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</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/ Oceania.</p> | <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To describe and understand volcanoes and earthquakes, including plate tectonics and the ring of fire.</p> | <p>Where in the World?</p> <p>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.</p> <p>To expand map skills to include non-UK countries.</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.</p> <p>This unit will also relate to the topic work on China.</p> | <p>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>York/day trips?</p> <p>To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>To understand how these features have changed over time.</p> <p>To understand how geographical regions have changed over time.</p> |



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| | Identify their main environmental regions, key physical and human characteristics, and major cities. Map of Europe | | To extend to 6 figure grid references with teaching of latitude and longitude in depth. | | | |
| Art & Design | <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>Work from a variety of sources including observation, photographs and digital images.</p> | <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>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>Board Games To design, make and evaluate a board game using a variety of tools, materials, equipment, components and processes with precision.</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>Fairground Rides 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> | <p>Cake making 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> |



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| <p>Music</p> | <p>Composition, notation, keyboard skills, singing Revise rhythmic and melodic notation Harry Potter character composition, demonstrating knowledge of the elements of music. Composer of the Month</p> | <p>Complete Harry Potter composition Learning our songs for the Christmas production. Composer of the Month</p> | <p>Listening and appraising, rhythm, composition, singing Pentatonic melodies and drum patterns in Chinese traditional music. Compare Chinese and Western instruments Composer of the Month</p> | <p>Individual composition of a melody and group composition of dragon drum music. Learning songs for KS2 Spring celebration. Composer of the Month</p> | <p>Listening and appraising, composer study, composition Changes in style from the 50s to the present day. Form and components of a pop song and singer-songwriter study. Composer of the Month</p> | <p>Writing lyrics and creating a song inspired by our time at Danbury Park. Composer of the Month</p> |
| <p>PE</p> | <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. 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. 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. 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. 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. 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. Outdoor: Rounders skills</p> |
| <p>RE</p> | <p>The Five Pillars of Islam To understand the five pillars and their significance and importance to</p> | <p>Christianity - The importance of Jesus The Christmas Story To understand the Christmas story and its impact on the world both then and today.</p> | <p>Sikhism The 5Ks Harmandir Initiation - baptism</p> | <p>Christianity The variety within Christianity Role of the Church of England Christianity: Holy Week</p> | <p>Buddhism - The Buddhist Way of Life The Middle Way The Noble Eightfold Path Enlightenment and Nirvana/Nibbana</p> | <p>Humanism The meaning of humanism Key humanist beliefs and ideas:</p> |



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| | <p>members of the Islamic faith.</p> <p>The ritual of prayer.</p> | | | <p>To understand the last week of Jesus' life following the journey and events from Palm Sunday, Good Friday and Easter Sunday.</p> <p>To understand the importance of these events to Christians.</p> | <p>Buddhist devotional practices, including meditation</p> | |
| PSHEe & C | <p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage.</p> <p>Recognising and managing pressure; consent in different situations.</p> | <p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues.</p> <p>To know about sensible use of the road. (Bikeability programme)</p> | <p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes.</p> <p>Media literacy and Digital resilience</p> <p>Evaluating media sources; sharing things Online.</p> | <p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks.</p> | <p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</p> | <p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> |
| Languages | <p>Unit 24 - Qui de neuf?</p> <p>The children look at French newspapers and talk about their favourite columns and articles. They work together to produce texts for a class newspaper. They consolidate their learning from KS2.</p> | <p>Unit 25 - Ma Maison</p> <p>The children will describe their house using the key vocabulary about rooms and the mains parts. They will talk with each other and then write about their "dream" home.</p> | <p>Unit 26 Dans mon sac à dos</p> <p>The children will state and answer questions about what objects might be found in a classroom and a typical school bag. They will be building more complex sentences in both spoken and written French.</p> | To be agreed | To be agreed | To be agreed |