



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Avocet (Year 6) 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Crime & Punishment Has punishment always fitted the crime?	Crime & Punishment Did capital punishment stop crime?	China & the Shang Dynasty What was the legacy of the Shang dynasty?	China & the Shang Dynasty How effective was the Wall of China?	Shakespeare Who was William Shakespeare?	Shakespeare Is William Shakespeare relevant?
English	Non-fiction units: Autobiography, biography. Report Poetry - different forms and The Highwayman by Alfred Noyes. Fiction: Take one book - Treasure Island by R L Stevenson	Non-fiction units: Recount, Persuasion and Explanation, Fiction: Narratives creating settings, characterisation and atmosphere.	Non-fiction units: Discussion. Fiction: Historical. Willow Pattern Fiction: Take one book - Where the Mountain meets the Moon by Grace Lin	Non-fiction units: Discussion. Chinese myths	Non-fiction units: Explanation and Persuasion Fiction: Take One book - Macbeth by William Shakespeare	Non-fiction units: Report and Recount. The Tempest by William Shakespeare
Maths	Place value and negative numbers. Mental and written addition, subtraction, Multiplication and division.	Fractions: simplifying, ordering and calculating with fractions. Measurement: converting between imperial and metric units in length, mass and volume.	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	Geometry: Position and Direction. Translations and reflections on a 4 quadrant grid. Measure: perimeter, area and volume. Recognise where possible to use formulae to find area and volume of shapes.	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,	Investigations: consolidate knowledge and understanding of mathematics through the application of skills in open-ended investigations using their problem-solving and reasoning skills.



			<p>amounts and solve problems.</p> <p>Algebra: use simple formulae, express number problems algebraically and find pairs of numbers that solves two unknowns.</p>	<p>Ratio: solve problems involving relative size of two quantities. Solve problems of similar shapes using scale factors. Solve ratio and proportion problems.</p>	<p>interpret and draw line graphs and pie charts. Calculate mean as an average.</p> <p>Problem solving: solve problems and practice questions in preparation for SATs.</p>	
Science	<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>Sustainability Project - The Carbon Cycle</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>
Computing	<p>Programming To use sequence, selection and repetition in programs; work with variables.</p>	<p>Programming To design, write and debug programs that accomplish specific goals.</p>	<p>Information Technology To select, use and combine a variety of software (including</p>	<p>Information Technology To design and create a range of programs, systems and content</p>	<p>Information Technology To collect, analyse, evaluate and present data and information</p>	<p>Logical Thinking To understand computer networks including the internet.</p>



	<p>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>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>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>that accomplish given goals.</p> <p>e- Safety To understand the opportunities networks offer for communication and collaboration</p>	<p>e-Safety To be discerning in evaluating digital content.</p>	<p>To understand how networks can provide multiple services, such as the world wide web.</p>
History	<p>Crime and Punishment <i>A study of British history beyond 1066.</i></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>Crime and Punishment 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>China To explain some causes and consequences of the main events, situations and changes.</p>	<p>A significant turning point in British history - The Peasants Revolt 1381 To understand national and international events and show mastery of these skills. To understand and show mastery of specialist vocabulary e.g. invasion, settlement, monarch, trade.</p>	<p>Shakespeare <i>Linked to school journey - The life & times of Shakespeare</i></p> <p>To identify changes and links both within and across the different times they have studied and explain the reasons for them. 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>
Geography	<p>Wonderful Earth To identify the position and</p>	<p>On a world map locate the main countries in Africa, Asia and</p>	<p>Where in the World? To describe and understand key</p>		<p>Local Study & link to school journey</p>	<p>Stratford-upon-Avon School journey</p>



	<p>significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>Australasia/ Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p>	<p>aspects of types of settlement and land use including mountains, climate zones, biomes, vegetation belts and rivers and water cycles - link to China. To use maps, atlas', globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 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>	<p>To describe and understand volcanoes and earthquakes, including plate tectonics and the ring of fire</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. To extend to 6 figure grid references with teaching of latitude and longitude in depth.</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>Art & Design</p>	<p>Textiles To use different grades of threads and needles increasing the stitch and accuracy and style of stitch - link Bayeux tapestry</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</p>	<p>Printing To create printing blocks by simplifying an initial sketch book idea. To create a print using a relief or impressed method.</p>	<p>3D and Sculpture Develop skills in using clay including slip. Painting</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</p>	<p>Painting To use simple perspective using a single focal point and horizon. To develop an awareness of composition, scale</p>



	Work from a variety of sources including observation, photographs and digital images.	contrast and mixed media. Painting Experiment with wet media to make different marks, lines, patterns, textures and shapes. Develop painting from a drawing using different media and materials and mixing appropriate colours.	To create prints with overlays. To work into prints with a range of media e.g. pens, colour pens and paints.	Develop a painting from different media and create imaginative work from a variety of sources.	designing and making pieces of work.	and proportion in their paintings e.g. foreground, middle ground and background.
Design Technology	Money Boxes To design, make and evaluate a money box, using a variety of tools, materials, equipment, components and processes with precision.	Food Technology To make a variety of biscuits for a particular purpose - Enterprise Day. To work safely and hygienically.	Chinese Dragon To design and create a Chinese dragon puppet, 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.	Sculpture To design and make a model free standing dragon.	3D Models To create 3D models of the <i>Globe</i> playhouse.	3D Models To design and make 3D models and sculptures based on the buildings observed in school trip to Stratford-upon-Avon.
Music	Composition, notation, keyboard skills, singing Revise rhythmic and melodic notation	Complete His Dark Materials composition	Listening and appraising, rhythm, composition, singing Pentatonic melodies and drum patterns in	Individual composition of a melody and group composition of dragon drum music.	Listening and appraising, composer study, composition Composer study- Britten, <i>The Storm</i>	Music inspired by the sea Writing lyrics and creating a song



	<p>His Dark Materials character composition, demonstrating knowledge of the elements of music.</p> <p>Composer of the Month</p>	<p>Learning our songs for the Christmas production.</p> <p>Composer of the Month</p> <p>Singing Assembly</p>	<p>Chinese traditional music.</p> <p>Compare Chinese and Western instruments</p> <p>Composer of the Month</p>	<p>Learning songs for KS2 Spring celebration.</p> <p>Composer of the Month</p> <p>Singing Assembly</p>	<p>Compose piece inspired by the storm for the Tempest</p> <p>Composer of the Month</p>	<p>inspired by our time at Danbury Park.</p> <p>Composer of the Month</p> <p>Singing Assembly</p>
PE	<p>Dance: Let's Twist Again!</p> <p>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!</p> <p>To manipulate the body in different directions.</p> <p>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</p> <p>To travel over and under shapes made by a partner with or without contact, extend skills to travel over a moving base.</p> <p>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</p> <p>To hit the shuttle over the net so that it lands in the opponent's court before it can be returned.</p> <p>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</p> <p>To develop skills to send the ball over the net to a target area which their opponent is defending.</p> <p>To understand the basic common principles of tennis and develop skills to play a simple game.</p> <p>Outdoor: Rounders</p>	<p>Athletics</p> <p>To develop skills of movement.</p> <p>To select and apply these skills, tactics and compositional ideas.</p> <p>To increase knowledge and understanding of fitness and health. To evaluate and improve performance.</p> <p>Outdoor: Athletics</p>
RE	<p>Islam The Qur'an</p>	<p>Christianity The Bible: The importance of the Bible for Christians The content of the Bible: Old and New Testaments, the Four Gospels The Old Testament corresponds to the</p>	<p>Sikhism Important Events and Beliefs Guru Nanak, the founder of Sikhism Guru Gabind Singh and the formation of the Khalsa The Mool Mantra</p>	<p>Christianity Events recalled during Holy Week: The entry into Jerusalem, commemorated on Palm Sunday The Last Supper, commemorated on</p>	<p>Judaism Home Life and Worship The importance of the home in Jewish life: keeping a Kosher home and observing dietary laws</p>	<p>Hinduism Creation and Reincarnation The concept of Brahman The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer)</p>



		<p>Tenakh, the holy book of Jews The creation story in Genesis 1 Different ways that Christians interpret the Bible: literal and non-literal interpretations</p> <p>As part of Christmas: The importance of Jesus: Jesus born a Jew, was the founder of Christianity His birth, actions, teaching, death and resurrection are of great significance for Christians</p>	<p>The importance of equality in Sikhism</p>	<p>Maundy Thursday and at Holy Communion The crucifixion commemorated on Good Friday and by the fact that the cross is the central symbol of Christianity The resurrection celebrated on Easter Day</p>	<p>Observing shabbat in the home and the synagogue Features of the synagogue What happens inside the synagogue The Shema and the Mezuzah</p>	<p>Reincarnation and the concepts of moksha (release from the cycle of reincarnation), dharma (duty to God and to others) and karma (the idea that actions have consequences for one's future rebirth) Hindu creation stories The AUM/OM symbol</p>
<p>PSHEe & C</p>	<p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage.</p> <p>Recognising and managing pressure; consent in different situations.</p> <p>To know about sensible use of the road. (<i>Bikeability</i> programme)</p>	<p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues.</p>	<p>Belonging to a community 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 Influences and attitudes to money; money and financial risks.</p>	<p>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</p>	<p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>



<p>Languages</p>	<p>Unit 20 - Les Planètes The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>	<p>Unit 21 - Notre Monde In this unit children find out about some French-speaking countries in Africa. They compare and contrast these with France. There is an opportunity to exchange information on their local area with a school abroad.</p> <p>Language Making statements Plural indefinite article (des) Adverbial phrases for time of day Phonics: -gne</p>	<p>Unit 22 - Je suis le musicien In this unit children learn to discuss their musical preferences and to say which 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>Language Expressing and qualifying preferences Expressing future intentions Jouer +du, de la Immediate future aller + infinitive (je vais jouer)</p>	<p>Unit 23 - Le Passé et le Présent The children will learn to describe places in town and compare modern day 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>Language Making statements Asking questions Giving a description Saying the year Antonyms Imperfect tense of avoir (avait) and être (était) Beaucoup de... Peu de...</p>	<p>Unit 24 - Qui de neuf? 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>Language Making statements Expressing and qualifying opinions (car) Possessive adjective, son Responding to pourquoi? Phonics: Consolidation of phoneme-grapheme correspondence</p>	<p>Unit 25 - Ma Maison The children will describe their house using the key vocabulary about rooms and the main parts. They will talk with each other and then write about their "dream" home.</p> <p>Language Revision of colour and gender Definite and indefinite articles Possessive adjectives Express opinions and make comparisons Revision of mais and je préfère to make complex sentences Present tense</p>
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