



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 - The Tempest by William Shakespeare Holes by Louis Sachar	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>Sustainability Project - The Carbon Cycle & link to book week</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>Evolution and Inheritance To recognise that things have changed over time and that fossils provide information.</p>	<p>Health Education To learn about the development of puberty, conception and relationships.</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>
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. To control or simulate physical environments.</p>	<p>Information Technology To select, use and combine a variety of software (including internet services) on a</p>	<p>Information Technology To design and create a range of programs, systems and content that accomplish given goals.</p>	<p>Information Technology To collect, analyse, evaluate and present data and information</p> <p>e-Safety</p>	<p>Logical Thinking To understand computer networks including the internet. To understand how networks can provide</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 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>range of digital devices.</p> <p>e-Safety To know a range of ways to report concerns and inappropriate behaviour.</p>	<p>e- Safety To understand the opportunities networks offer for communication and collaboration</p>	<p>To be discerning in evaluating digital content.</p>	<p>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 - link to History Day, Charles 1</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 significance of latitude and longitude,</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/ Oceania. Identify their main</p>	<p>Where in the World? To describe and understand key aspects of types of settlement and land</p>	<p>To describe and understand volcanoes and earthquakes, including plate</p>	<p>Local Study & link to school journey To use fieldwork to observe, measure and record the human and</p>	<p>Stratford-upon-Avon School journey To compare a region in UK with a region in N. America with</p>



	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	environmental regions, key physical and human characteristics, and major cities.	use including mountains, climate zones, biomes, vegetation belts and rivers and water cycle - 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.	tectonics and the ring of fire.	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Focus on the rivers in Chelmsford. To extend to 6 figure grid references with teaching of latitude and longitude in depth.	significant differences and similarities (link to Holes by Louis Sachar). To understand some of the reasons for similarities and differences.
Art & Design	<p>Textiles To use different grades of threads and needles increasing the stitch and accuracy and style of stitch - link Bayeux tapestry</p> <p>Work from a variety of sources including observation,</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>Painting</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.</p>	<p>Clay Develop skills in using clay including slip. To design and make clay mask</p> <p>Painting Develop a painting from different media - link to book week and book illustrator,</p>	<p>Printing To explore screen printing & batik.</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>Sculpture Take inspiration from characters from The Tempest.</p>



	photographs and digital images.	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.			designing and making pieces of work.	
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 - Remembrance Day. To work safely and hygienically.	Chinese Dragon To design and create a Chinese inspired hunting/war chariot using a variety of tools, materials, equipment, components and processes with precision.		3D Models To create 3D models of the Globe 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 Harry Potter character composition, demonstrating knowledge of the elements of music. Composer of the Month	Complete Harry Potter composition Learning our songs for the Christmas production. Composer of the Month	Listening and appraising, rhythm, composition, singing Pentatonic melodies and drum patterns in Chinese traditional music. Compare Chinese and Western instruments Composer of the Month	Individual composition of a melody and group composition of dragon drum music. Learning songs for KS2 Spring celebration. Composer of the Month	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	Writing lyrics and creating a song inspired by our time at Danbury Park. Composer of the Month
PE	Dance: Let's Twist Again! To use twisting and turning techniques to explore, improvise and combine movement	Gymnastics: Let's Twist Again! To manipulate the body in different directions.	Gymnastics: Holes and Gaps To travel over and under shapes made by a partner with or without contact,	Badminton To hit the shuttle over the net so that it lands in the opponent's court before it can be returned.	Badminton To hit the shuttle over the net so that it lands in the opponent's court before it can be returned.	Athletics To develop skills of movement. To select and apply these skills, tactics



	<p>ideas fluently and effectively to create a own dance.</p> <p>Outdoor: Tag rugby skills</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>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>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>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: Rounders</p>	<p>and compositional ideas. 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 The Qur'an The revelation of the Qur'an to the Prophet Muhammad The Five Pillars of Islam The content of the Qur'an: it contains many people and stories found in the Bible The fact that Jesus (Isa) is a revered prophet in Islam</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 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:</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 The importance of equality in Sikhism</p>	<p>Christianity Events recalled during Holy Week: The entry into Jerusalem, commemorated on Palm Sunday The Last Supper, commemorated on 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>Judaism Home Life and Worship The importance of the home in Jewish life: keeping a Kosher home and observing dietary laws Observing shabbat in the home and the synagogue Features of the synagogue What happens inside the synagogue The Shema and the Mezuzah</p>	<p>Hinduism Creation and Reincarnation The concept of Brahman The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer) 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>Jesus born a Jew, was the founder of Christianity</p> <p>His birth, actions, teaching, death and resurrection are of great significance for Christians</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>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>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 20 - Les Planètes</p> <p>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</p> <p>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</p>	<p>Unit 22 - Je suis le musician</p> <p>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</p>	<p>Unit 23 - Le Passé et le Présent</p> <p>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</p>	<p>Unit 25 - Ma Maison</p> <p>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</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>



			<p>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>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>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 a school abroad.</p> <p>Language Making statements Plural indefinite article (des) Adverbial phrases for time of day Phonics: -gne</p>	
--	--	--	---	--	--	--