



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Avocet (Year 6) 2023-24

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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 still 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, Report 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 Holes by Louis Sachar | Non-fiction units: Report and Recount. Macbeth 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 amounts and solve problems. | 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. Ratio: solve problems involving relative size | 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. | 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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| | | | Algebra: use simple formulae, express number problems algebraically and find pairs of numbers that solves two unknowns. | of two quantities. Solve problems of similar shapes using scale factors. Solve ratio and proportion problems. | Calculate mean as an average. Problem solving: solve problems and practice questions in preparation for SATs. | |
| 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>Communication and Collaboration To explore how data is transferred over the internet. Finding out about the makeup and structure of data packets. Explore how the internet facilitates online communication and collaboration.</p> | <p>Media Introduction to creating websites for a chosen purpose. Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.</p> | <p>Programming A - Variables in games To explore the concept of variables in programming through games in Scratch. Find out what variables are and relate them to real-world examples of values that can be set and changed. Create their own game.</p> | <p>Introduction to spreadsheets To learn to organise data into columns and rows to create their own data set. Know the importance of formatting data to support calculations and introduced to formulas. Use spreadsheets to plan</p> | <p>Searching To use search technologies effectively.</p> | <p>Searching To use search technologies effectively.</p> |



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| | <p>e-Safety To recognise acceptable/unacceptable behaviour.</p> | <p>e-Safety To recognise acceptable/unacceptable behaviour.</p> | <p>e-Safety To know a range of ways to report concerns and inappropriate behaviour.</p> | <p>an event and answer questions.</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>e-Safety To be discerning in evaluating digital content.</p> |
| <p>History</p> | <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,</p> | <p>Shakespeare <i>Linked to school journey - The life & times of Shakespeare</i> 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 such as 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</p> | <p>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.</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 cycle - link to China.</p> | <p>To describe and understand volcanoes and earthquakes, including plate tectonics and the ring of fire.</p> | <p>Local Study & link to school journey 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>Stratford-upon-Avon School journey To compare a region in UK with a region in N. America with significant differences and similarities (link to Holes by Louis Sachar). To understand some of the reasons for similarities and differences.</p> |



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| | | | <p>To use maps, atlas', globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</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> | | <p>Focus on the rivers in Chelmsford.</p> <p>To extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> | |
| <p>Art & Design</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 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.</p> | <p>Textiles To use different grades of threads and needles increasing the stitch and accuracy and style of stitch (Christmas mobile)</p> | <p>Clay Develop skills in using clay including slip. To design and make clay mask</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>Sculpture Take inspiration from Ancient Chinese dragon sculptures/ artefacts.</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 designing and making pieces of work.</p> |



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| | Work from a variety of sources including observation, photographs and digital images. | | | | | |
| Design Technology | <p>Money Boxes To design, make and evaluate a money box, using a variety of tools, materials, equipment, components and processes with precision.</p> | <p>Food Technology To make a variety of biscuits for a particular purpose - Remembrance Day. To work safely and hygienically.</p> | <p>Food Technology To make a selection of traditional Chinese dishes.</p> | | <p>Motorised vehicle To design & make a vehicle powered by electricity.</p> | |
| Music | We will be learning about music of and inspired by the two World Wars, and creating a whole class audio landscape with contrasting sounds representing the war, to link with war poetry. We will be revising our notation and theory skills with a Harry Potter composition using the keyboards. We will also be learning about and listening to music by our first two Composers of the Month. | This half term we will complete our Harry Potter composition and then concentrating on learning traditional and new songs for Christmas. We will also be learning about and listening to music by our next | This half term we will be studying the music of China, learning about compositions with pentatonic scales and traditional Chinese instruments. We will also be learning about and listening to music by our two Composers of the Month. | This half term we will continue our Chinese traditional music with a group piece, creating music for the drums for a traditional Dragon dance. We will also be learning about and listening to music by our next Composer of the Month and learning songs for our Spring Celebration. | This half term we will be looking at popular music and how it influences us, and how music can affect our emotions. We will create a playlist of our favourite songs. We will also be learning about and listening to music by our two Composers of the Month. | This half term we will begin working on a song for our Leaver's Assembly. Our composer study is <i>The Storm</i> by Britten as it ties in with our work on <i>The Tempest</i> . We will also study our last Composer of the Month pieces. |
| PE | <p>Dance To explore, improvise and combine movement ideas fluently and effectively to create a dance inspired by the poem, <i>The Listeners</i>.</p> | <p>Gymnastics 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>Gymnastics 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>Rounders To develop bat and ball skills and to work in a team.</p> | |



| | Outdoor: Tag rugby skills | Outdoor Football skills | Outdoor Hockey & netball skills | | Outdoor Athletics | |
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| RE | <p>Sikhism</p> <p>Theme: Belief in action</p> <p>Key Question: How far would a Sikh go for his/ her religion?</p> | <p>Christianity</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> | <p>Sikhism</p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> | <p>Christianity</p> <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> | <p>Sikhism</p> <p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> | <p>Christianity</p> <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> |
| PSHEe & C | <p>Families and friendships</p> <p>Taking a closer look at self, friendships and choices.</p> <p>To know about sensible use of the road. (<i>Bikeability</i> programme)</p> | | <p>Living in the wider world</p> <p>Taking a closer look at rules, laws and democracy.</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> <p>Puberty - see Medway Primary PSHE Education planning</p> |
| Languages French | <p>Let's Visit a French Town</p> <p>The children will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word</p> | <p>Let's Go Shopping</p> <p>The children will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where</p> | This is France | All in a Day | Our Precious Planet | More to Explore |



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| | <p>classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable.</p> | <p>children will take on the roles of shoppers and shopkeepers.</p> | | | | |
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