



| | | Autumn WWI (G) | Spring - Titanic (S) | Summer – Rainforests/ Australia |
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| Reading | Word reading | NC Appendix 1 (NC p 43) | | |
| | Comprehension | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books /text books (NC p 43) | | |
| Writing | Transcription | Spelling programme (NC Appendix 1) | | |
| | Composition | Writing focusing on audience, purpose and form (NC p 47/48) | | |
| | VGP | NC Appendix 2 | | |
| Speaking and Listening | | 12 Statutory statements (NC p 17) | | |
| Maths | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | |
| Science | | Evolution and Inheritance (in relation to plants ex, 251, 252, 253) | Electricity (268, 269, Circuit symbols ex) Light (262, 263, 264, 265) | Animals including humans (Heart ex, 245, 246) |
| | | Working Scientifically – on going across the year | | |
| Computing | | Computer Science - solve problems by decomposing them into smaller parts; use logical reasoning to detect and correct errors in algorithms IT - combine a variety of software to accomplish given goals and select, use, combine software. Digital Literacy - appreciate how search results are ranked | IT -use and combine software on a range of digital devices Design and create systems Digital Literacy– be discerning in evaluating digital content | Computer Science -use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work; IT-analyse& evaluate data select, use and combine software Understand the opportunities computer networks offer for collaboration Digital Literacy - be discerning in evaluating digital content |
| History | | World War I including impact of WWI on local area. | Titanic | |
| Geography | | Map reading | Geographical features of Belfast/ New York – compare and contrast – include rivers and oceans | Human and physical geography -Why are rainforests important& Locational and place knowledge – Australia Educational trip – Sunderland Museum& Winter gardens |
| | | Geographical skills and fieldwork – ongoing across the year | | |
| D.T. | | Making a World War I medal | Textiles –record an event using fabric as a media Titanic diorama | Structure - make a shelter to survive in the rain forest – bush craft activity Gibside Trip |
| Art and Design | | Pastels – Paul Nash inspired Work Painting- water colour silhouette picture. Poppies inspired by Georgia O’Keeffe Printing - fossils Drawing – observational drawings of soldiers Clay- ammonites of fossils | Observation drawings of the Titanic | Sculpture –Aboriginal art Rainforest Silk paintings |
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| Music | | World War I songs Writing a World War I song Evaluating World War I songs and creating a songbook. | Charanga | Rhythmic reflections – performance creating music for a ceremony/leavers’ assembly Rainforest descriptive sound effects and rhythms - ensemble percussion – children lead. conservation songs |

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| | Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact. (Durham Music Service) | | |
| MFL | Our World (QCA Unit 20) <i>Describing geographical features</i> <i>Describing position of features</i> <i>Reinforce the weather (present and future)</i> <i>Use the superlative</i> <i>Present the months</i> | The Café (QCA Unit 21) <i>Saying and understanding prices (reinforce numbers)</i> <i>Buying food and drink in a café</i> | The Past and the Present (QCA Unit 22) <i>Describing places</i> <i>Comparing past and present</i> <i>Saying how much or many things there are</i> |
| P.E. | Games & Gymnastics Games & Dance | Dance & Gymnastics Games&Gymnastics | Games & Gymnastics Athletics |
| R.E. | What do people use ritual in their lives? What do the gospels tell us about the birth of Jesus? | What is religion? What concepts do religions have in common? Why are Good Friday and Easter Day the most important days for Christians? | So, what do we now know about Christianity? (exploration through the concepts) |
| Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools | | | |

YEAR 6 CURRICULUM MAP

Additional information relating to Computing

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| Computing | <p>Computer Science - Solve problems by decomposing them into smaller parts; Use logical reasoning to detect and correct errors in algorithms Design and create a simple world War I game using scratch.</p> <p>Design and create systems Create a spreadsheet to solve a real life problem related to WWI.</p> | <p>Computer Science -</p> <p>IT - Use and combine software on a range of digital devices. Create a short film about the Titanic using green screen technology.</p> <p>Digital Literacy - Be discerning in evaluating digital content Talking safely online, What is cyberbullying? (SWGfL)</p> <p>IT - Analyse& Evaluate data Create a database of Titanic passengers. Research information and create a Wikipedia type report. Select, use and combine software use photo editing software</p> <p>Understand the opportunities computer networks offer for collaboration</p> | <p>Computer Science - Solve problems by decomposing them into smaller parts; Use logical reasoning to detect and correct errors in algorithms Design and create a simple rainforest game in for example Kodue.g. planting trees v excavators</p> <p>IT - Combine a variety of software to accomplish given goals and Select, use, combine software. Create an animation or video about the threats to the rainforest using websites evaluated for bias. Write a news report on creating a survival structure (Print/Audio/Video) Design a website to promote understanding of rainforest</p> <p>Digital Literacy - Appreciate how search results are ranked find and evaluate websites for bias used to search for info on Rainforests Computer Science - Use selection in programs; Work with variables; Use logical reasoning to explain how some simple algorithms work; Design a racing game in Scratch/Kodu that includes a scoring system. Print out code and annotate</p> <p>– what information should you share Super Digital Citizen (SWGfL)</p> |
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