



Curriculum Map 2022-23

Year 6

Overview:

Term/ Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	War		Growth		Change	
Science	Electricity	Light	Living Things	Animals Including Humans	Evolution	Inheritance
Computing (Purple Mash)	E-Safety		Digital Literacy		Programming	
History		World War Two		Ancient Greeks		The Mayas
Geography	The United Kingdom		Europe		The Wider World	
DT		World War Two – Anderson Shelters (textiles)		Ancient Athens – (structural)		Food of the World (food tech) & Chocolate Week
Art	Artists of Britain		Artists of Europe		Artists of the World	
RE (Oxford Diocesan)	Saints and Role Models	God-made Man	Clothing Expressing Belief	Resurrection	Qualities of a God	Belief of Creation
Music (Kapow)	Evaluation		Composition		Performance	
PE	Invasion Games - Rugby/football & circuits/badminton		Invasion Games - Netball/hockey & gymnastics/dance		Striking & Fielding Games - Rounders/athletics & swimming	
PSHE (Kapow)	E-Safety & Social Media	Economic Wellbeing	Health and Wellbeing	Family and Relationships	Citizenship	Safety and RSE
MFL (Lightbulb Languages)	Listening	Songs, Stories and Rhymes	Speaking	Reading	Writing	Grammar
School Trips	Imperial War Museum? Tate Modern?		Natural History Museum? Science Museum?		Restaurant? Thorpe Park (SATs reward)	



Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Can present suitable ranges and intervals to secure enough evidence. • Can present evidence for findings in appropriate ways. • Can write a clear question for a comparative test. • Can recognise when to look for patterns to answer a question. 	<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Can interpret data from a range of sources. • Can present evidence for findings in appropriate ways. • Can write a clear question for a comparative test. • Can recognise when to look for patterns to answer a question. 	<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Can present evidence for findings in appropriate ways. • Can write a clear question for a comparative test. • Can recognise when to look for patterns to answer a question.
<p>Electricity:</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Can compare and give reasons for variations in how components function, including the brightness of the bulbs, the loudness of a buzzer and the on/off position of switches. 	<p>Living Things:</p> <ul style="list-style-type: none"> • Can describe how living things are classified into broad groups according to common observable characteristics (based on similarities and differences), including micro-organisms, plants and animals. • Gives reasons for classifying plants and animals based on specific characteristics. 	<p>Evolution:</p> <ul style="list-style-type: none"> • Recognises that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Light:</p> <ul style="list-style-type: none"> • Recognises that light appears to travel in straight lines. • Uses the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes. • Uses the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Animals Including Humans:</p> <ul style="list-style-type: none"> • Can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. • Recognises the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Can describe the ways in which nutrients and water are transported within animals (including humans). 	<p>Inheritance:</p> <ul style="list-style-type: none"> • Recognises that living things produce offspring of the same kind, but normality of offspring varies and they are not identical to their parents.



Computing Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
E-Safety	Digital Literacy	Programming
Online Safety: <ul style="list-style-type: none">• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Networks and Software: <ul style="list-style-type: none">• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Coding: <ul style="list-style-type: none">• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.



History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
World War Two	Ancient Greece	The Mayas
<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events. Understand and describe in some detail the main changes to an aspect in a period in history. 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events. Understand and describe in some detail the main changes to an aspect in a period in history. Understand how some historical events/periods occurred concurrently in different locations. e.g. Greeks and the Romans. 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Understand and describe in some detail the main changes to an aspect in a period in history. Understand how some historical events/periods occurred concurrently in different locations. e.g. Greeks and the Romans.
<p>Knowledge and Understanding of Events, People and Changes in the Past:</p>	<p>Knowledge and Understanding of Events, People and Changes in the Past:</p> <ul style="list-style-type: none"> Can provide reasons for - and outcomes of – the main events and changes in historical periods (e.g. the Maya Civilisation). 	<p>Knowledge and Understanding of Events, People and Changes in the Past:</p> <ul style="list-style-type: none"> Can provide reasons for - and outcomes of – the main events and changes in historical periods (e.g. the Maya Civilisation). Can compare and contrast a non-European society (e.g. The Maya Civilisation) with British history.
<p>Local and National History:</p> <ul style="list-style-type: none"> Can investigate the lasting effects of World War Two on Britain. 	<p>Local and National History:</p> <ul style="list-style-type: none"> Can describe how the influence of the Ancient Greeks is reflected in their own lives (e.g. art, architecture, literature, democracy, leisure). Can describe Greek life and achievements, as well as their influence on the western world (e.g. the Olympics). 	<p>Local and National History:</p>



Historical Interpretation and Enquiry Skills:	Historical Interpretation and Enquiry Skills:	Historical Interpretation and Enquiry Skills:
<ul style="list-style-type: none">• Find and analyse a wide range of evidence about the past.• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.• Consider different ways of checking the accuracy of interpretations of the past.• Start to understand the difference between primary and secondary evidence and the impact of this on reliability.• Show an awareness of the concept of propaganda.• Know that people in the past represent events or ideas in a way that may be to persuade others.• Begin to evaluate the usefulness of different sources.• Recognise primary and secondary sources of information to investigate the past.• Use a wide range of different evidence to collect evidence about the past such as pictures, documents, printed sources, posters, online material, photographs, figures and historic sites.• Select relevant sections of information to address historically valid questions and construct detailed, informed responses.• Investigate their own lines of enquiry by posing historical valid questions to answer.• Bring knowledge gathered from several sources together in a fluent account.	<ul style="list-style-type: none">• Find and analyse a wide range of evidence about the past.• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.• Consider different ways of checking the accuracy of interpretations of the past.• Start to understand the difference between primary and secondary evidence and the impact of this on reliability.• Begin to evaluate the usefulness of different sources.• Recognise primary and secondary sources of information to investigate the past.• Use a wide range of different evidence to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures and historic sites.• Select relevant sections of information to address historically valid questions and construct detailed, informed responses.• Investigate their own lines of enquiry by posing historical valid questions to answer.• Bring knowledge gathered from several sources together in a fluent account.	<ul style="list-style-type: none">• Find and analyse a range of evidence about the past.• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.• Consider different ways of checking the accuracy of interpretations of the past.• Start to understand the difference between primary and secondary evidence and the impact of this on reliability.• Begin to evaluate the usefulness of different sources.• Recognise primary and secondary sources of information to investigate the past.• Use a wide range of different evidence to collect evidence about the past such as ceramics, pictures, documents, printed sources, online material, photographs, artefacts, historic statues, figures, sculptures and historic sites.• Select relevant sections of information to address historically valid questions and construct detailed, informed responses.• Investigate their own lines of enquiry by posing historical valid questions to answer.• Bring knowledge gathered from several sources together in a fluent account.



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<p>Methods of Organisation and Presentation:</p> <ul style="list-style-type: none">• Select and organise information to produce structured work, making appropriate use of dates and terms.• Select aspects of a topic of study to make a display.• Use a variety of ways to communicate knowledge and understanding including extended writing.• Plan and carry out individual investigations.	<p>Methods of Organisation and Presentation:</p> <ul style="list-style-type: none">• Select and organise information to produce structured work, making appropriate use of dates and terms.• Select aspects of a topic of study to make a display.• Use a variety of ways to communicate knowledge and understanding including extended writing.• Plan and carry out individual investigations.	<p>Methods of Organisation and Presentation:</p> <ul style="list-style-type: none">• Select and organise information to produce structured work, making appropriate use of dates and terms.• Select aspects of a topic of study to make a display.• Use a variety of ways to communicate knowledge and understanding including extended writing.• Plan and carry out individual investigations.
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Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Locational and Place Knowledge:</p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, To understand how some of the above aspects have changed over time. 	<p>Locational and Place Knowledge:</p> <ul style="list-style-type: none"> To locate the world’s countries, using maps to focus on Europe and concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 	<p>Locational and Place Knowledge:</p> <ul style="list-style-type: none"> To identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> To describe, understand and explain key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> To revisit the water cycle. 	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> To describe, understand and explain key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and mountains.
<p>Geographical Skills – Maps, the atlas and globe:</p> <ul style="list-style-type: none"> To use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area. Can produce accurate scaled maps. 	<p>Geographical Skills – Maps, the atlas and globe:</p> <ul style="list-style-type: none"> Can produce accurate scaled maps. 	<p>Geographical Skills – Maps, the atlas and globe:</p> <ul style="list-style-type: none"> Can produce accurate scaled maps.
<p>Geographical Skills – Using the compass and grid references:</p> <ul style="list-style-type: none"> To select and give reasons for which method they would use to help them in certain tasks to help build their knowledge of the United Kingdom. 	<p>Geographical Skills – Using the compass and grid references:</p> <ul style="list-style-type: none"> To select and give reasons for which method they would use to help them in certain tasks to help build their knowledge of Europe. 	<p>Geographical Skills – Using the compass and grid references:</p> <ul style="list-style-type: none"> To select and give reasons for which method they would use to help them in certain tasks to help build their knowledge of the wider world.
<p>Fieldwork:</p>	<p>Fieldwork:</p>	<p>Fieldwork:</p>



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<ul style="list-style-type: none">• 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 technology.• To present their findings.	<ul style="list-style-type: none">• 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 technology.• To present their findings.	<ul style="list-style-type: none">• To use fieldwork to observe and record the human and physical features in the local area using a range of methods, including plans and digital technology.• To present their findings.
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Design & Technology Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Design (Developing, Planning and Communicating Ideas):</p> <ul style="list-style-type: none"> • Communicate detailed ideas through labelled drawings. • Develop a specification for their design by modelling proposals in a variety of ways (paper and 3D models). • Plan the order of their work carefully, choosing appropriate materials. 	<p>Design (Developing, Planning and Communicating Ideas):</p> <ul style="list-style-type: none"> • Communicate detailed ideas through labelled drawings. • Develop a specification for their design by modelling proposals in a variety of ways (paper, 3D models and the use of ICT). • Plan the order of their work carefully, choosing appropriate materials. 	<p>Design (Developing, Planning and Communicating Ideas):</p> <ul style="list-style-type: none"> • Communicate detailed ideas through labelled drawings. • Develop a specification for their design by modelling proposals in a variety of ways (paper and the use of ICT). • Plan the order of their work carefully, choosing appropriate materials.
<p>Make (Working with Tools, Equipment, Materials and Components to Make Quality Products Including Food):</p> <ul style="list-style-type: none"> • Use selected tools and equipment precisely. • Produce suitable lists of tools, equipment and materials that will be needed whilst considering constraints. • Select appropriate materials that are fit for purpose. • Explain choices, considering functionality and aesthetics. • Create, follow and adapt detailed step-by-step plans. • Accurately measure, mark out, cut and shape materials/components. • Accurately assemble, join and combine materials/components. • Accurately apply a range of finishing techniques. • Use techniques that involve a number of steps. 	<p>Make (Working with Tools, Equipment, Materials and Components to Make Quality Products Including Food):</p> <ul style="list-style-type: none"> • Use selected tools and equipment precisely. • Produce suitable lists of tools, equipment and materials that will be needed whilst considering constraints. • Select appropriate materials that are fit for purpose. • Explain choices, considering functionality and aesthetics. • Create, follow and adapt detailed step-by-step plans. • Accurately measure, mark out, cut and shape materials/components. • Accurately assemble, join and combine materials/components. • Accurately apply a range of finishing techniques. • Use techniques that involve a number of steps. 	<p>Make (Working with Tools, Equipment, Materials and Components to Make Quality Products Including Food):</p> <ul style="list-style-type: none"> • Use selected tools and equipment precisely. • Produce suitable lists of tools, equipment and materials that will be needed whilst considering constraints. • Select appropriate materials that are fit for purpose. • Explain choices, considering functionality and aesthetics. • Create, follow and adapt detailed step-by-step plans. • Explain how a product will appeal to an audience whilst making changes to improve quality. • Accurately apply a range of finishing techniques. • Use techniques that involve a number of steps. • Be resourceful with practical problems.



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<ul style="list-style-type: none">• Be resourceful with practical problems.	<ul style="list-style-type: none">• Be resourceful with practical problems.	
<p>Evaluate (Evaluating Processes and Products):</p> <ul style="list-style-type: none">• Evaluate quality of design while designing and making (Is it fit for purpose?).• Keep checking design for improvements.• Evaluate ideas and finished product against specification (Does it fit with the original idea?)• Test and evaluate final product – explain what would improve it and the effect different resources may have made.• Do thorough evaluations of existing products considering how well they have been made, the materials used, whether it is functional, how they've been made and if they are fit for purpose.• Research and discuss how sustainable materials are made.• Consider the impact of products beyond their intended purpose.• Discuss some key inventors/designers/engineers/manufacturers of ground-breaking products.	<p>Evaluate (Evaluating Processes and Products):</p> <ul style="list-style-type: none">• Evaluate quality of design while designing and making (Is it fit for purpose?).• Keep checking design for improvements.• Evaluate ideas and finished product against specification (Does it fit with the original idea?)• Test and evaluate final product – explain what would improve it and the effect different resources may have made.• Do thorough evaluations of existing products considering how well they have been made, the materials used, whether it is functional, how they've been made and if they are fit for purpose.• Research and discuss how sustainable materials are made.• Consider the impact of products beyond their intended purpose.• Discuss some key inventors/designers/engineers of ground-breaking products.	<p>Evaluate (Evaluating Processes and Products):</p> <ul style="list-style-type: none">• Evaluate quality of design while designing and making (Is it fit for purpose?).• Keep checking design for improvements.• Evaluate ideas and finished product against specification (Does it fit with the original idea?)• Test and evaluate final product – explain what would improve it and the effect different resources may have made.• Do thorough evaluations of existing products considering how well they have been made, the materials used, whether it is functional, how they've been made and if they are fit for purpose.• Research and discuss how sustainable materials are made.• Discuss some key designers/chefs/manufacturers of ground-breaking products.



Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Artists of Britain	Artists of Europe	Artists of the World
<p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Explain the style of art used and how it has been influenced by a famous artist. • Understand what a specific artist is trying to achieve in any given situation. 	<p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Explain the style of art used and how it has been influenced by a famous artist. • Understand what a specific artist is trying to achieve in any given situation. • Understand why art can be very abstract and what message the artist is trying to convey. 	<p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Explain the style of art used and how it has been influenced by a famous artist. • Understand what a specific artist is trying to achieve in any given situation. • Understand why art can be very abstract and what message the artist is trying to convey.
<p>Drawing:</p> <ul style="list-style-type: none"> • Use drawing and painting to develop and share their ideas, experiences and imagination. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<p>Drawing:</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Demonstrate a wide variety of ways to make different marks/lines/sketches. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. • Perspective – fore, back and middle ground. 	<p>Drawing:</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Demonstrate a wide variety of ways to make different marks/lines/sketches. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. • Perspective mastery – fore, back and middle ground.
<p>Painting:</p> <ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. 	<p>Painting:</p> <ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. 	<p>Painting:</p> <ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours.



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<ul style="list-style-type: none"> • Show an awareness of how paintings are created (composition). 	<ul style="list-style-type: none"> • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. • Show an awareness of how paintings are created (composition). • Discuss why different colours show different moods – sets scene for era in time etc. 	<ul style="list-style-type: none"> • Work from a variety of sources, including those researched independently. • Confidently discuss why different colours show different moods – sets scene for era in time etc.
<p>Printing:</p> <ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. 	<p>Printing:</p>	<p>Printing:</p>
<p>Textiles:</p> <ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. 	<p>Textiles:</p> <ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. 	<p>Textiles:</p>
<p>Sculpture:</p>	<p>Sculpture:</p> <ul style="list-style-type: none"> • Create a sculpture/pottery form in a contemporary way and from ancient times. • Discuss differences in style and materials used. • Plan a sculpture through drawing and other preparatory work. • Confidently choose the use tools and materials to carve, add shape, add texture and pattern. • Create sculptures with increasing independence. 	<p>Sculpture:</p> <ul style="list-style-type: none"> • Create a sculpture/pottery form in a contemporary way and from ancient times. • Discuss differences in style and materials used. • Plan a sculpture through drawing and other preparatory work. • Confidently choose the use tools and materials to carve, add shape, add texture and pattern. • Create sculptures with increasing independence.



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<p>Knowledge of Artists:</p> <ul style="list-style-type: none">• Use the work of artists to replicate ideas or inspire their own work.• Suggest how artists have used colour, pattern and shape• Know how to create a piece of art in response to the work of another artist.• Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development.• Give detailed observations about notable artists', artisans' and designers' work.• Offer facts about notable artists', artisans' and designers' lives.	<p>Knowledge of Artists:</p> <ul style="list-style-type: none">• Use the work of artists to replicate ideas or inspire their own work.• Suggest how artists have used colour, pattern and shape• Know how to create a piece of art in response to the work of another artist.• Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development.• Give detailed observations about notable artists', artisans' and designers' work.• Offer facts about notable artists', artisans' and designers' lives.	<p>Knowledge of Artists:</p> <ul style="list-style-type: none">• Use the work of artists to replicate ideas or inspire their own work.• Suggest how artists have used colour, pattern and shape• Know how to create a piece of art in response to the work of another artist.• Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development.• Give detailed observations about notable artists', artisans' and designers' work.• Offer facts about notable artists', artisans' and designers' lives.
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Religious Studies Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Saints and Role Models:</p> <ul style="list-style-type: none"> Describe and show understanding of the beliefs of saints and the influence of these beliefs on behaviour. Describe the differences between saints and Jesus. Describe some similarities between the saints of Christianity and of other religions. Describe impact of faith on the lives of believers, particularly in the face of persecution. Suggest meaning for reliquaries and compare their use to objects used by other faiths. Ask and suggest answers to questions about the choices saints made. Evaluate their own responses and choices in the light of the lives of saints. 	<p>Clothing Expressing Belief:</p> <ul style="list-style-type: none"> Describe and link up Muslim beliefs with Muslim behaviour, especially with regard to clothing, showing understanding of the symbols used. Annotate a picture of a Muslim, showing understanding of what it means to belong to Islam by describing how it feels to wear the hijab etc. Suggest some answers to questions about why people choose to wear certain items styles of clothing and the impact that has on the people around them. Refer to religious beliefs when they describe their own values in choice of clothing, making a comparison where necessary. Create a statement of personal belief in response to the main question, referring to Islamic or Christian belief as well as their own ideas. 	<p>Qualities of a God:</p> <ul style="list-style-type: none"> Compare symbols and words to show understanding of at least two similarities and differences between Muslim and Christian views of God. Link a faith story/passage of scripture to the characteristics or nature of God. Make a poster to describe and show the ways that Christians and Muslims understand God (use words rather than image for Muslim views). Plan questions and suggest the answers that a Christian or a Muslim might give to questions about the character of God. Interview a variety of believers about the character of God and compare their answers. Create a statement about their beliefs in God referring to Christian and Muslim beliefs.
<p>God-made Man:</p> <ul style="list-style-type: none"> Annotate a small selection of Christmas cards or Christmas carols to show that they understand two of the differences between the traditional story and the Biblical accounts of Christmas. Describe how the Christmas story informs on Christian views about God and Jesus using the correct terms. Suggest ways in which the celebration of Christmas links to the biblical narrative. 	<p>Resurrection:</p> <ul style="list-style-type: none"> Describe a Christian funeral making links to Christian beliefs about resurrection. Hot seat as a Christian to show understanding of what it means to believe in the resurrection. Compare and contrast the resurrection of Jesus to the Sikh/Hindu understanding of reincarnation. 	<p>Belief of Creation:</p> <ul style="list-style-type: none"> Compare two creation stories, showing understanding of at least two similarities and differences between them. Make a poster showing why Christians or another faith group might engage in environmental issues. Create a statement about environmental issues referring to two creation stories.



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<ul style="list-style-type: none">• Refer to Christian teaching to show that they understand how some paintings of the nativity/incarnation express some Christian ideas.• Apply the idea that God became Man to their own lives, giving their reaction to the concept of Incarnation.• Ask questions and suggest answers about the commercialisation and the true meaning of Christmas.	<ul style="list-style-type: none">• Devise four good questions to ask about why people choose to believe in the resurrection/heaven/life after death and suggest the answers a Christian or a Hindu might give.• Create a statement of personal belief in response to the question about the resurrection, referring to Christian belief.	<ul style="list-style-type: none">• Examine a news story about the environment from a Christian or other faith point of view; compare it to their own point of view.• Describe something they find spiritual in the approach to environmental issues or respond in artistic/poetic form.
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Music Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Evaluation	Composition	Performance:
<p>Dynamics, Pitch and Texture – Fingal’s Cave:</p> <ul style="list-style-type: none"> Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture. <p>Songs of World War Two:</p> <ul style="list-style-type: none"> Use musical and comparative language in discussion. Answer questions accurately. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line. 	<p>Film Music:</p> <ul style="list-style-type: none"> Explore and identify the characteristics of film music. Creating a composition and graphic score to perform alongside a film. <p>Theme and Variations – Pop Art:</p> <ul style="list-style-type: none"> Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations. Showcase creativity in the finished product. 	<p>Advanced Rhythms:</p> <ul style="list-style-type: none"> Repeat rhythms accurately. Successfully participate in rhythm games. Feel the pulse while participating in activities, e.g. singing or chanting. Notate rhythms accurately. Clap the rhythm at the same time as chanting the words. Choose rhythmic elements that add up to 8 counts. Perform compositions demonstrating a good sense of pulse. Perform their compositions securely with their partners. <p>Composing and Performing a Leavers’ Song:</p> <ul style="list-style-type: none"> Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers’ song with confidence.



Physical Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Key Stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
<p>Invasion Games – Rugby & Football:</p> <ul style="list-style-type: none"> • Understand that when team has ball they are attacking and when they haven't, they are defending. • Understand different ways of attacking and encourage them to use positions for their team carefully. • Understand different ways to attack and defend. • Choose right formations and tactics for attack and defence. • Know how they support other players in attack and defence. (S&A) • Understand how to get ready for games. 	<p>Invasion Games – Netball & Hockey:</p> <ul style="list-style-type: none"> • Understand that when team has ball they are attacking and when they haven't, they are defending. • Understand different ways of attacking and encourage them to use positions for their team carefully. • Understand different ways to attack and defend. • Choose right formations and tactics for attack and defence. • Know how they support other players in attack and defence. (S&A) • Understand how to get ready for games. 	<p>Striking and Fielding – Rounders:</p> <ul style="list-style-type: none"> • Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. (S&A) • Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. • Thinking about when to use an over and under arm throw.
<p>Net Games - Badminton:</p> <ul style="list-style-type: none"> • Devise a scoring system. • Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. • Know where to stand when attacking and defending. (S&A) • Explain why they (or others) are playing well in the games. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Make up a sequence and adapt it to different apparatus layouts. • Use combinations of dynamics (pathways) to use space effectively. • Make up own rule for longer, more complex sequences. • Plan a sequence and adapt it to limited equipment. 	<p>Athletics:</p> <ul style="list-style-type: none"> • Develop the consistency of their actions in a number of events. • Increase the number of techniques they use. • Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. • Throw with greater control, accuracy and efficiency.



<ul style="list-style-type: none"> • Know what they need to get better at and what to practice. • Understand how to change court to make easier. • Understand practices to help with precision, consistency and speed about the court. (E&I) 	<ul style="list-style-type: none"> • Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. • Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) (S&A) • Know how gymnastics promotes strength, power and suppleness. • Set out and do risk assessments on apparatus. 	<ul style="list-style-type: none"> • Perform a range of jumps showing power, control and consistency at both take-off and landing. (A&D) • Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. • Participate in Sports day. • Children will be taught how to use their bodies to: <ul style="list-style-type: none"> - Sprint 75m within 15secs - Jump for height of 35cm - Jump for distance of 170cm - Leap hurdles over 60m within 10secs - Overarm throw 34m - Chest push 8m+ - Run for longer distance 600m in under 4 mins
<p>Fitness – Circuits:</p> <ul style="list-style-type: none"> • Know some ideas for warm up exercises and routines. • Know what makes a good warm up. • Know what clothing and footwear is best to wear. • Know how to check playing area. • Know how playing invasion games helps your fitness and benefits of playing outside of school. • Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. • Value of exercise outside of school day. • Understand why exercise is good for fitness, health and wellbeing. 	<p>Dance:</p> <ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively. (S&A) • Understand how a dance is formed and performed. To evaluate, refine and develop their own and others’ work. (E&I) • Composing more complex routines with clear sections, using unison, canon, repetition. • Changing the dynamics, space and relationships. • Can remember and perform a dance routine to any audience with 20+ steps. 	<p>Swimming:</p> <ul style="list-style-type: none"> • Swim 25m unaided in water using one basic method to achieve this distance. • Use two different strokes swimming on both front and back. • Control breathing. • Swim confidently and fluently both on the surface and under the water. • Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.



Personal, Social, Health and Economic Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>E-Safety and Social Media:</p> <ul style="list-style-type: none"> • Know what bullying and cyberbullying are • Say how people should deal with cyberbullying. • Identify warning signs that a website might not be secure. • Identify personal information. • Explain what to do if asked or told something online which makes them uncomfortable. • Explain some of the dangers of revealing personal information to an online friend. • Choose an appropriate action online to stay safe. • Look in the address bar of a website to check for security. • Identify the lock symbol in an address bar. • Explain why someone might have an online friendship. • Explain what the SMART acronym means. • Understand how a stereotype can be harmful. 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • Learn about diet, oral hygiene, physical activity and the facts around immunisation. • Explore rest and relaxation and how they affect physical and mental health. • Strategies for being resilient in challenging situations and planning for long-term goals 	<p>Citizenship:</p> <ul style="list-style-type: none"> • Understand that education is a human right and why education is important. • Understand some environmental issues relating to food and food production. • Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. • Understand what prejudice and discrimination are and why and how they should be challenged. • Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.
<p>Economic Wellbeing:</p> <ul style="list-style-type: none"> • Understand that there can be a range of feelings related to money and the desire to spend and save. • Understand their responsibilities in keeping money safe in the bank. • Understand what gambling is and some risks associated with it. 	<p>Family and Relationships:</p> <ul style="list-style-type: none"> • Learn to resolve conflict, through negotiation and compromise. • Explore respect, understanding that everyone deserves to be respected. • Learning about the process of grief and the associated emotions relating to grief. 	<p>Safety, Relationships and Sex Education:</p> <ul style="list-style-type: none"> • Understand some of the reasons adults decide to drink or not drink alcohol. • Understand some ways to check that a news story is real. • Understand how they should behave online and the impact negativity can have. • Understand of changes that take place during puberty.



Curriculum Map 2022-23

Year 6

<ul style="list-style-type: none">• Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.• Understand that there are different routes into careers.		<ul style="list-style-type: none">• Understand the menstrual cycle and that a male and a female are needed to conceive a baby.• Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.• Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.• Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.
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Modern Foreign Languages Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Listening:</p> <ul style="list-style-type: none">• Listen and show understanding of more complex familiar phrases and sentences.• Follow the text of a familiar rhyme and song, identifying the meaning of the words.	<p>Speaking:</p> <ul style="list-style-type: none">• Ask and answer more complex familiar questions with a scaffold of responses.• Ask for clarification and help.• Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	<p>Writing:</p> <ul style="list-style-type: none">• Use a bilingual dictionary to find the plural form and gender of a noun for the definite and indefinite article.• Write and say a more complex sentence to describe people, places and actions using a language scaffold.• Write familiar complex sentences from memory with understandable accuracy.
<p>Songs, Stories and Rhymes:</p> <ul style="list-style-type: none">• Follow the simple text of a familiar story or song and sing or read aloud.	<p>Reading:</p> <ul style="list-style-type: none">• Read and pronounce familiar words accurately using their knowledge of letter string sounds, observing silent letter rules.• Read and show understanding of a complex sentence using familiar language.	<p>Grammar:</p> <ul style="list-style-type: none">• Understand the definite and indefinite article and recognise that adjectives agree with the nouns.• Build a complex sentence using nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions.