

**Autumn 1 - Curriculum Map**  
**Year 6**

<b><u>Subject</u></b>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>English</b>	<p><b>Chronological reports</b></p> <p>Investigating the events of the Battle of Bosworth. Looking at the features of a chronological report. Drama work based on the events of the battle in preparation for writing next week.</p>	<p><b>Chronological reports</b></p> <p>Using the plan, draft, write, edit process to create our own newspaper reports based around the events of the Battle of Bosworth.</p>	<p><b>Author Visit</b></p> <p>Mitch Johnson (author) will visit Year 6 and talk about his new book, what inspires him and the writing process. We will then use this visit to plan our own alternative ending for a story around the theme of inequality.</p>	<p><b>Author Visit</b></p> <p>Carrying on from last week we will use our plans to draft, write and edit our writing inspired by Mitch Johnson. Evaluating the effectiveness of our work and suggesting improvements.</p>	<p><b>The Highwayman</b></p> <p>Focusing on imagery and language throughout the text. Discussions about the layout and structure of a narrative poem. Comment of different characters' points of view. Analysing metaphors and writing a job description for the highwayman.</p>	<p><b>The Highwayman</b></p> <p>Comparing the text with dramatized versions. Writing a monologue as Bess, describing the events leading up to her death. Creating a trailer for a dramatized version of the narrative using iPads.</p>
<b>Writing across the curriculum</b>	<p><b>Science:</b> Explanation of how the heart works.</p>	<p><b>Maths:</b> Writing instructions on how to create a net.</p>	<p><b>ICC:</b> Newspaper article on The Battle of Hastings.</p>	<p><b>ICC</b> Describe own interpretation of the Bayeux Tapestry.</p>	<p><b>Science:</b> Writing up an investigation into how exercise effects pulse rate.</p>	<p><b>R.E:</b> Using descriptive features to describe our own idea of heaven.</p>
<b>Maths</b>	<p>Read, write, order and round numbers up to seven digits. Revise and teach formal written methods for all addition and subtraction.</p>	<p>Recognise, describe and build simple 3-D shapes. Find and apply number facts to open ended problem solving activities.</p>	<p>Revise and teach formal written methods for multiplication. Solve written problems that involve multiplication. Use estimation and inverse operations to check answers to calculations.</p>	<p>Identify equivalent fractions, add, subtract and multiply fractions, convert between proper and improper fractions.</p>	<p>Teach formal written methods for division. Solve written problems that involve division. Use estimation and inverse operations to check answers to calculations.</p>	<p>Apply understanding of place value to convert between measures and money. Revise formal calculation strategies.</p>

<b>Maths across the curriculum</b>	<b>P.E.</b> Collect personal data to improve on.	<b>ICC:</b> Timeline of British monarchy.	<b>ICC:</b> Focus on the timeline of the Anglo-Saxons and Normans.	<b>Science:</b> Record results for heart before and after exercise. Discuss what a fair test is and how to calculate a variety of averages from results. What data is it appropriate to calculate averages for?	<b>ICC:</b> Use of Roman Numerals in the naming of Kings and Queens.	<b>P.E.</b> Collect personal data and review improvements.
<b>Science</b>	<b>Animals Including Humans</b> Structure of the human heart including how it pumps blood around the body. Race against the heart and circulation song. Circulation game.	<b>Animals Including Humans</b> Blood and different blood vessels. Investigation into blood flow through different sized vessels and make a blood model using ingredients found in the kitchen.	<b>Animals Including Humans</b> Transportation of water and nutrients. Where our nutrients come from. Main components of food and a healthy diet. Lunch box Dragons' Den.	<b>Animals Including Humans</b> Drugs, alcohol, exercise and lifestyle. How these affect the body. Investigate pulse rate and how this is affected by exercise.	<b>Working scientifically</b> Children design their own investigations applying what they have learned in 'Animals Including Humans', trying to include the six features of working scientifically. Children can also choose from a range of investigations: food diary, sleep diary, agony aunt, personal trainer, magazine or energy bar young enterprise project.	<b>Working scientifically</b> Children to carry out their investigations using their scientific equipment and record their findings in an appropriate format of their choosing.
<b>I.C.C. (International Creative Curriculum)</b>	<b>Changing role of the British Monarchy</b> Looking at Battle of Hastings and the idea of succession within the monarchy. Looking at Crests and what they represent. Looking at the timeline of the battle of Hastings and the key events and outcomes.	<b>Changing role of the British Monarchy</b> Who was Thomas Beckett? Why was he murdered? Considering different interpretations of	<b>Changing role of the British Monarchy</b> To develop an understanding of the differences between King Richard and King John. What is	<b>Changing role of the British Monarchy</b> Learning about the events of the War of the Roses. What started it and what were the	<b>Changing role of the British Monarchy</b> Looking at the armour that was worn during the Battle of Bosworth and designing our	

			events.	the Magna Carta? Writing our own version of the magna carta.	consequences? Understanding how the Tudors came to power.	own armour for the soldiers. Comparing the roles, equipment and dress of soldiers in the Tudor times with modern day soldiers.
<b>Computing</b>	<b>Game designers</b>  Discussing what makes a good computer game. Brainstorming ideas for our own game that we could create.	<b>Game designers</b>  Planning the assets that we will need for our game (backgrounds, music, sound effects).  Using scratch to create the backgrounds and sounds we need for our game.	<b>Game designers</b>  Creating a prototype of our games using scratch.  Developing a way to track progress such as a point scoring system to include in our game.	<b>Game designers</b>  Debugging our games by using the 'rubber duck debugging' technique.  Working in pairs to find bugs in our algorithms.	<b>Game designers</b>  Putting the finishing touches on our games and any debugging that is still required.  Testing each other's games.	<b>Game designers</b>  Creating a 'splash screen' for our games and writing instructions for the players.  Evaluating our final programs.
<b>R.E</b>	<b>What difference might a belief in Heaven make to a Christian?</b>  Discussing Christian belief about life after death using the parable of the sheep and the goats.	<b>What difference might a belief in Heaven make to a Christian?</b>  Exploring the Christian ideas of Heaven, creating a piece of art work using evidence of Christian beliefs.	<b>What difference might a belief in Heaven make to a Christian?</b>  Discussing why Christians behave in certain ways based on their beliefs about life and death.			
<b>PE</b>	<b><u>Netball</u></b>  Controlling the ball with two hands while moving, different passes, netball warm ups, invasion game techniques, moving into a space, team play tactics.			<b><u>Gymnastics</u></b>  Routines and sequencing, use of apparatus, jumping and landing from height, balancing, control of body, travelling, posture		
<b>Music</b>						
<b>French</b>	<b>En France</b>  Learning a popular French song and locating places on a map.	<b>En France</b>  Learning to pronounce French towns and cities, more map work.	<b>En France</b>  Discovering the main tourist attractions in Paris.	<b>En France</b>  Learning about other French speaking countries.	<b>En France</b>  Learning vocabulary associated with typical French foods.	<b>En France</b>  Cooking a croque monsieur, and writing the recipe in French.

<p><b>PSHE</b></p>	<p><b>Getting back into PATHS</b></p> <p>All about us – reintroducing the steps of problem-solving, introducing the concept of stress.</p>	<p><b>Getting back into PATHS</b></p> <p>Reviewing the problem solving chart – discussing ways of calming down and handling stress.</p>	<p><b>Getting back into PATHS</b></p> <p>Learning a way to calm down – reviewing the breathing technique for calming down, completing a problem diary.</p>	<p><b>Getting back into PATHS</b></p> <p>More ways to calm down and handle stress – further practice of calming down, developing a list of ways to calm down in each classroom.</p>	<p><b>Getting back into PATHS</b></p> <p>Making good decisions – discussion of peer pressure and the importance of independent decision making.</p>	<p><b>Getting back into PATHS</b></p> <p>Getting help from others – discuss the need to rely on others (particularly adults) to solve problems or get advice. Identify who we can turn to when facing problems.</p>
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