

Year 6 Curriculum Map Autumn Term 1 2019

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English Spoken English, reading comprehension, writing composition	Recounts Investigating the events of the Battle of Bosworth. Looking at the features of a recount. Drama work based on the events of the battle in preparation for writing next week. Investigating the Battle of Bosworth – how to win the battle! Description of own strategy. Considering bias within historical texts.	Newspaper reports Uncovering the features found in a newspaper text. Active and passive voice. Presenting dialogue – direct and indirect speech. Letters to persuade and inform – to King Henry VIII from families of wives.	Newspaper reports Using video and drama techniques to write a newspaper report based on the execution of Anne Boleyn.	Authors and Texts Introduce the play Macbeth and the character of the central protagonist. Analyse the significance of the witches in Macbeth and study the Witches' Spell, using this as inspiration to write pupils' own spells.	Authors and Texts Introduce the character of Lady Macbeth and understand the persuasive tactics she uses to influence Macbeth. To begin to write a persuasive letter in role as Lady Macbeth, convincing Macbeth to commit murder.	Authors and Texts To continue to write and edit a persuasive letter in role as Lady Macbeth, convincing Macbeth to commit murder.
Vocabulary, grammar and punctuation	Capital letters, proper nouns, features of a recount (1 st /3 rd person, adverbs of time)	Conjunctions for cohesion, active and passive voice, alliteration, inverted commas	Conjunctions to co-ordinate, subordinate and correlate, fronted adverbials and noun phrases	Verbs, use of thesaurus to find synonyms, vocabulary selection, paragraph organisation	Exclamation sentences, determiners, distinguishing types of sentences	Use of dashes to add information, compared to the use of hyphens.
Spelling	Suffixes –ed, -ing, -er	Adding suffixes to words ending in -e	Adding a wider range of suffixes, such as –ment, -less	Homophones and other words that are often confused	Adding suffixes where the end consonant must be doubled	Consolidation of spelling rules learnt so far
Maths	Place value: Reading and writing numbers to ten million. Rounding whole numbers and decimal numbers to a given degree of accuracy.	Place value: Understanding and working with negative numbers in real life contexts. Start of year assessments to inform planning for this term.	Number Add and subtract whole numbers using formal methods. Using this to reason and solve problems and puzzles.	Number: Formal method of multiplication (up to a 4 digit by 1 digit number). Using this to reason and solve problems and puzzles.	Number: Formal methods of long and short division. Using this to reason and solve problems and puzzles.	Number: Factors and multiples; primes, squares and cubes; order of operations.
Science Animals Including Humans	A comparison of the knowledge and understanding of the human body and illness between the Tudor period and modern day. Highlighting more powerful microscopes as key inventions for the understanding of bacteria. Knowledge harvest and introduction to the topic of blood and circulation.	Understanding the main parts of the human circulatory system and their functions. Introducing a lot of key vocabulary that we will revisit and learn through the topic via games and activities.	Understanding that blood is made up of different components. Studying these components and their roles. Looking at the role of white blood cells in fighting infection and writing a recipe for blood in a 'Great British Blood-off'.	Looking in more depth at the role of the circulatory system in the transport of water, nutrients, oxygen and waste around the body. Understanding how the lungs work in partnership to deliver oxygen. Writing an explanation of the circulatory system using English skills.	Understanding the effect of exercise on the body, including on the heart and circulatory system. Investigations in to the effect of exercise on pulse rate and considering why this happens. Linking understanding to how muscles function.	Understanding the effect of diet on the body, including the heart and circulatory system. Considering the effect of too much salt, sugar and saturated fats in your diet as well as key vitamins and minerals which support the function of a healthy circulatory system.
Curriculum The Tudors	Introduction to the Tudors: completing what we know and what we want to find out about. War of the Roses timeline considering scale. The Battle of Bosworth and Henry Tudor's victory.	Learning about the six wives of Henry VIII. Why did he have so many wives, and how did this change his power? Establishment of Church of England and dissolution of the monasteries – using our reading skills to infer information from paintings of the time.	How did Henry VIII die? How Mary came to be queen after Henry VIII's death. Writing the diary of the imprisoned Lady Jane Grey.	Tudor exploration – looking at the map of the world from this time in history and comparing to today. Queen Elizabeth I. Considering why these differences exist e.g. use of technology.	The trial of Francis Drake – hero or pirate? Using available evidence to discuss and debate whether Francis Drake could now be considered a hero or a pirate.	Spanish Armada – group research using different historical sources to produce a display piece on the causes, events and eventual failure of the armada. Guided Reading investigating a portrait of Elizabeth I and the Armada.
Computing Game Designers	Discussing what makes a good computer game. Brainstorming ideas for our own game that we could create.	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.	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.	Debugging our games by using the 'rubber duck debugging' technique. Working in pairs to find bugs in our algorithms.	Putting the finishing touches on our games and any debugging that is still required. Testing each other's games.	Creating a 'splash screen' for our games and writing instructions for the players. Evaluating our final programs.

R.E Concept of Heaven in Christianity	Introduce the key question: What difference might a belief in Heaven make to a Christian? Discussing Christian beliefs about life after death using the parable of the sheep and the goats.		Exploring the Christian ideas of Heaven and creating a piece of art work using evidence of Christian beliefs.		Discussing why Christians behave in certain ways based on their beliefs about life and death. Children will evaluate what they have learnt and consider what their own beliefs are on the subject.	
P.E	Agility – games and activities designed to develop and build agility.		Strength – games and activities which can help develop the strength needed for throwing, catching, climbing, jumping etc.		Speed – how can we increase speed? Learning about techniques and strategies to increase speed. Trying to raise our personal best.	
Music	Pupils learn about the development of Blues music. They learn about work songs and call and response phrasing. They learn to play the blues scale and improvise call and response patterns.		Pupils learn about the development of Blues music following the Emancipation Proclamation. They learn a typical blues accompaniment and perform this along with the blues scale.		Pupils learn about the development of Blues music. They learn a twelve bar blues structure. They learn and perform the blues song 'Good Morning Blues.'	
French	Learning a popular French song and locating places on a map.	Learning to pronounce French towns and cities, more map work.	Discovering the main tourist attractions in Paris.	Learning about other French speaking countries.	Learning vocabulary associated with typical French foods.	Cooking a croque monsieur, and writing the recipe in French.
PSHE/Circle Time PATHS	All about us – reintroducing the steps of problem-solving, introducing the concept of stress.	Reviewing the problem solving chart – discussing ways of calming down and handling stress.	Learning a way to calm down – reviewing the breathing technique for calming down, completing a problem diary.	More ways to calm down and handle stress – further practice of calming down, developing a list of ways to calm down in each classroom.	Making good decisions – discussion of peer pressure and the importance of independent decision making.	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.

Note: Our learning is organised into phases. These will usually progress so that one phase will last for one week, but occasionally we may organise the learning into different blocks.