



Perdiswell Primary School Curriculum Map

Year 6

	Autumn	Spring		Summer	
Theme	Behind Enemy Lines	To Be Or Not To Be	Survival of the Fittest	Globe Trotters	Andale! Andale!
WOW ideas	Research project and presentations WW2 Day (outside provider) Shelter building in Outdoor Learning	Drama workshops Creating a puppet show	Sir David Attenborough/Blue Planet		
Possible Trips	Bewdley Museum (running the WW2 day from an outside provider)	Shakespeare's Birth Place (Stratford Upon Avon)	Preparation for SATS.	Malvern residential	
Topic Skills	<p>History:</p> <ul style="list-style-type: none"> *Name and date of any significant event studied from past and placed correctly on a timeline. *Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. *Gives own reasons why changes may have occurred, backed up with evidence. *Describes similarities and differences between some people, events and objects studied. *Describes how some changes affect life today. *Knows and understands that some evidence is propoganda, opinion or misinformation and that this affects interpretations of history. *Identifies and uses different sources of information and artefacts. *Evaluates the usefulness and accurateness 	<p>DT (During healthy week in January)</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> •Can they explain how their product should be stored with reasons? •Can they describe what they do to be both hygienic and safe? •How have they presented their product well? •How well do they test and evaluate their final product? •Is it fit for purpose? •What would improve it? •Would different resources have improved their product? •Would they need more or different information to make it even better? •Does their product meet all design criteria? 		<p>Geography:</p> <ul style="list-style-type: none"> *Understand some of the reasons for similarities and differences. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. * Extend to 6 figure grid references with teaching of latitude and longitude in depth. <p>Art:</p> <p><u>Collage</u> Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas</p> <p><u>Sculpture</u> Shape, form, model and construct from observation or imagination</p>	

<p>of different sources of evidence.</p> <p>*Presents information in an organised and clearly structured way.</p> <p>*Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>*Makes accurate use of specific dates and terms.</p> <p><u>Geography:</u></p> <p>*On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p><u>Science:</u></p> <p><u>Electricity:</u></p> <p>*I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>*I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>*I can use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Light:</u></p> <p>I can recognise that light appears to travel in straight lines</p> <p>I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p>	<p>•Did they consider the use of the product when selecting materials?</p> <p><u>P.E:</u> (Football/Netball)</p> <p>Do they show precision, control and fluency?</p> <ul style="list-style-type: none"> •Can they analyse and explain why they have used specific skills or techniques? •Can they modify use of skills or techniques to improve their work? •Can they create their own success criteria for evaluating? •Can they explain how the body reacts to different kinds of exercise? •Can they choose appropriate warm ups and cool downs? •Can they explain why we need regular and safe exercise? <p>(Dance)</p> <p>Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances in their own or a specific style?</p> <ul style="list-style-type: none"> •Can they perform to an accompaniment expressively and sensitively? •Can they choose their own music, style and dance? •Can they perform dances fluently and with control? •Can they warm-up and cool-down independently? •Do they understand how dance helps to keep them healthy? •Do they use appropriate criteria to evaluate and refine their own and others' work? •Do they talk about dance with understanding, 	<p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p><u>P.E:</u> (Athletics)</p> <ul style="list-style-type: none"> •Can they demonstrate stamina? •Can they use their skills in different situations? <p>(Games)</p> <p>Can they explain complicated rules?</p> <ul style="list-style-type: none"> •Can they make a team plan and communicate it to others? •Can they lead others in a game situation? <p><u>Science:</u></p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>I am beginning to understand the nature of atoms, elements and compounds.</p> <p>I am becoming familiar with the Periodic table: periods and groups; metals and non-metals.</p> <p>ICT:</p> <p>(Databases- linked to science)</p> <p>Most children will:</p> <ul style="list-style-type: none"> • use a more complex database to explore patterns and relationships in data eg In a minibeasts database - Is there a relationship between habitat and diet? • independently set up and use a datafile to carry out
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<p>I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>I can describe how some transparent materials bend light rays.</p> <p>I can explain the dispersion of light.</p> <p>I can explain how the human eye works.</p> <p><u>Art:</u></p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p><u>ICT:</u></p> <p>Most children will:</p> <ul style="list-style-type: none"> • be able to choose and combine the use of appropriate ICT tools to complete a task 	<p>using appropriate language and terminology?</p> <p><u>Art:</u></p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition</p> <p>Textiles: Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p><u>ICT:</u></p> <p>Modify the presentation to make it more suitable for a different audience eg parents.</p> <p>Use and practise their wordprocessing skills in a range of contexts.</p> <p>*Plan and create a control system to answer a task</p> <p>*Know when it would be appropriate to use a control system</p> <p>*Create more complex patterns using repeated simple procedures</p>	<p>an investigation</p> <ul style="list-style-type: none"> • amend and delete data from records • use editing tools to alter the design of a graph <p>organise, refine and present information appropriate to the audience</p>
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<ul style="list-style-type: none"> • have experience of a range of ICT equipment and software • describe and discuss their work and explain how and why they have used ICT <p>Most children will:</p> <ul style="list-style-type: none"> • select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience eg present an account of their residential trip to their peers • create hyperlinks for resources made or found. <p><u>DT</u> (Shelters) Stiff and flexible sheet materials •Can they justify why they selected specific materials? •How have they ensured that their work is precise and accurate? •Can they hide joints so as to improve the look of their product? (Linked with Science and electricity) Electrical and mechanical components •Can they use different kinds of circuit in their product? •Can they think of ways in which adding a circuit would improve their product?</p> <p><u>P.E:</u> (Outdoor Learning) •Can they plan a route and series of clues for someone else? •Can they plan with others taking account of safety and danger? (Football/Netball)</p>	<p>Science: (Living Things and their Habitats) *I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals *I can give reasons for classifying plants and animals based on specific characteristics. *I can explain how living things are adapted to different habitats.</p> <p>(Evolution and Inheritance) I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can describe variation between individuals of difference species I can explain how variation leads to competition which can drive adaptation I understand that changes in the environment that leave some species less well adapted to compete successfully and reproduce.</p> <p>ICT: (Spreadsheets)</p>	<p>Geography: *Compare a region in UK with a region in N. or S. America with significant differences and similarities. *Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. * Expand map skills to include non-UK countries.</p> <p>Music *Know how the other dimensions of music are sprinkled through songs and pieces of music. *Use musical vocabulary confidently to describe music. *Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. *Use different venues and occasions to vary performances.</p> <p>Science: *I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood *I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function *I can describe the ways in which nutrients and water are transported within animals, including humans. *I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood *I can describe the process of respiration. *I can list the nutrients that need to be in our</p>
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<p>Do they show precision, control and fluency?</p> <ul style="list-style-type: none"> •Can they analyse and explain why they have used specific skills or techniques? •Can they modify use of skills or techniques to improve their work? •Can they create their own success criteria for evaluating? •Can they explain how the body reacts to different kinds of exercise? •Can they choose appropriate warm ups and cool downs? <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> •Do they combine their own work with that of others? •Can they link their sequences to specific timings? <p>Music:</p> <p>Improvise using 5 notes of the pentatonic scale.</p> <p>Compose and perform melodies using five or more notes.</p> <p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing (WW2 songs).</p> <p>Use different venues and occasions to vary performances.</p>	<p>Most children will:</p> <ul style="list-style-type: none"> • be able to use formulae and functions in a spreadsheet • alter the format of a spreadsheet • change data to satisfy 'What if' queries <p>use a spreadsheet to solve simple problems eg the relationship between the perimeter and area of a quadrilateral</p>	<p>blood and explain how they get there.</p> <p>DT: (linked to enterprise and raising money for end of year party)</p> <p>Textiles</p> <ul style="list-style-type: none"> •Have they thought about how their product could be sold? •Have they given considered thought about what would improve their product even more?
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