Termly Curriculum Map

Year Group: 6

Term:	Spring 1	Spring 2
Topic Name	The Americas	Amazing Amazonia
Key Texts	The Black Hole Skellig - David Almond	The Piano
Literacy	**Non-Fiction Writing:** Children will learn how to write a newspaper report based on the film 'The Black Hole' from the Literacy Shed. They will be developing their use of formal and informal language and looking at shifts in formality. They will also recap direct speech and reported speech within this genre of writing. **Grammar:** Children will continue to learn fundamental grammar and spelling skills to aid them in their writing, specifically tenses. **Word Reading / Comprehension:** In reading lessons, children will continue to master their understanding of the key skills associated with VIPERS: vocabulary; inference; prediction; explanation; retrieval; and summarising.	**Fiction Writing:** Children will complete a unit on flashback stories this term inspired by the movie 'The Piano'. They will develop their understanding of figurative language and apply this to develop their descriptive writing skills. **Grammar:** Children will continue to learn fundamental grammar and spelling skills to aid them in their writing, specifically word classes. **Word Reading / Comprehension:** In reading lessons, children will continue to master their understanding of the key skills associated with VIPERS: vocabulary; inference; prediction; explanation; retrieval; and summarising.

Cross-curricular writing	**Geography:** Newspaper report about the 1985 Mexico City Earthquake	**Science:** Explanation text about the water cycle - linked to the Amazon
Maths	**Decimals:** Children will develop their understanding of decimals from year 4 and 5. In this topic, children will: identify numbers with three decimal places; multiply by 10, 100 and 1,000; divide by 10, 100 and 1,000; multiply decimals by integers; and divide decimals by integers. Children will also build on their knowledge from Year 5 where they were introduced to fractions, decimals and percentages. Children will identify decimals as fractions and also convert fractions to decimals. Children will use this knowledge in the following maths topic, which is percentages. **Percentages:** Building on their prior knowledge from Year 5, in this topic children will convert fractions to percentages; look at fractions, decimals and percentage equivalents; order fractions, decimals and percentages; find percentages of amounts and; find missing percentage values. **Algebra:** In this topic, children will learn about forming expressions, substitution, formulae and forming equations. Children will also form equations, solve simple one-step equations and find pairs of values. **Key Instant Recall Facts (KIRFs):** This term, children will develop their understanding of fraction, decimal and percentage equivalents. They will also continue to revise the KIRFs from the previous terms. (Please see our Calculation Progression document on our website for our school calculation strategies).	**Measure:** Children will extend their knowledge from Years 4 and 5 and will learn about metric measures. They will convert metric measures, calculate with metric measures, learn about miles and kilometres and aso learn about imperial measures. In addition to this children will also learn about area and perimeter; area of a triangle; area of a parallelogram; and volume. **Ratio:** In this topic, children will: use ratio language; look at ratio and fractions; understand the ratio symbol; calculate ratio; calculate scale factors and; solve ratio and proportion problems. **Key Instant Recall Facts (KIRFs):** Children will practice learning the doubles and halves of all multiples of 10 to 10000. (Please see our Calculation Progression document on our website for our school calculation strategies).

Science	**Biology: Living things and classification** In this topic, children will learn about classification of microorganisms, plants and animals and will become familiar with the role of taxonomists. They will be able to identify and classify (group) animals into commonly found invertebrates such as insects, spiders and worms as well as vertebrates such as mammals, amphibians, reptiles, birds and fish. Furthermore, children will learn about the work of a specific classification scientist - Carl Linnaeus. In terms of scientific enquiry, children will observe and use classification systems to investigate living things in their environment. We will be focusing on classifying animals, then plants, and then microorganisms, thinking about how microorganisms such as fungi and bacteria can be helpful and also harmful. (Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt).	
	Working scientifically (procedural knowledge) is taught throughout each unit. This includes: reporting findings from an enquiry; asking relevant scientific questions; gathering and recording complex information and results in a diagram; taking accurate and precise measurements using a range of scientific equipment; using results to draw conclusions; and applying scientific evidence.	
RE	In the spring terms, the children will explore Islam and look at what it means for a Muslim to follow God.	
Geography	**The Americas:** During this topic, children will be extending their location knowledge by closely looking at the continents of North and South America. Revising countries already located during the Mountains plus Volcanoes and Earthquakes topics, children will identify other countries and islands as well as major cities in these countries, along the Ring of Fire region. Children will be required to describe locations using positional language of longitude and latitudes, looking at the tropics lines and identifying key features such as bordering countries and seas/oceans. Children will revisit population and land use maps to know and locate biomes and time zones. Children will revisit their knowledge of volcanoes and earthquakes, identifying others within the 2 continents studied. Focusing on human geography, they will develop a comparison of the effect of the earthquake/volcano and the level of development around them	**Amazing Amazonia:** This topic will deepen the children's knowledge of a region in South America, the Amazon. Building on their previous knowledge of regions in North and South America (previous unit), children will recap knowledge of locating countries and major cities in South America before delving deeper into the Amazon region where they will need to identify and explain land use and changes over time. Children will study and compare key human geography features within the region, looking at population, land use and natural resources. Children should begin to understand the changes of this area due to climate change as well as social factors of deforestation. They will study the Amazon river, using their knowledge of a river from Year 4 and comparing how the human features react and interact with physical features. Children will be expected to use field work to collect and present data, using prior Mathematical skills, on both the human and physical features of the Amazon region, compared to data collected and

	(Please see geography knowledge organiser for essential knowledge and vocabulary to be learnt).	compared from London and Barcelona in previous topics. They will use a range of maps, digital maps and sources, including Google Earth. Children will need to refer to the location of specific features using longitude and latitude positional language. (Please see geography knowledge organiser for essential knowledge and vocabulary to be learnt).
	Working geographically (procedural knowledge) is taught throughout each unit.	
Computing	This term, children will develop their understanding of spreadsheets. This will build on their knowledge that they were taught in Years 3, 4, & 5.	Children will learn about blogging in computing this term.
Music	All the learning in this unit is focused around the song A New Year Carol.	All the learning in this unit is focused around the song You've Got A Friend.
Art & DT	In art, children will explore the work of Henri Rousseau. They will evaluate his paintings, annotating the methods he uses and what makes his artwork unique. Using Henri Rousseau's paintings as inspiration, they will develop their clay skills; particularly shaping, moulding and using slip to join two pieces of clay together,	In DT, children will be creating a vehicle alarm that responds automatically to changes in the environment. They will draw upon their computing knowledge to monitor and control their product as well as their understanding of electrical circuits.
MFL - Spanish	Children will recognise and practise spanish vowel sounds; memorise and perform a verse from a song; and identify nouns and adjectives	Children will recap repetition requests from Years 3 and 4; sustain an unrehearsed conversation; recap the alphabet and recap stalling strategies; and recap days of the week and months of the year from Years 3, 4 and 5.
PSHE	Children will explore the topic about 'Dreams and Goals' and will look at hopes and dreams; overcoming disappointment; creating new, realistic dreams and achieving goals; working in a group; celebrating	Children will explore the topic 'Healthy Me' and will learn about: healthier friendships; group dynamics; the effects of smoking and alcohol; assertiveness; peer pressure; and celebrating inner strength.

	contributions; resilience; and positive attitudes.	
PE	This term, children will look at gymnastics in indoor PE lessons, focussing specifically on counter balance & counter tension. This will build on their knowledge of gymnastics, that they were taught in Years 3, 4, & 5. In terms of outdoor PE, children will be exploring adventurous activities as part of the PE Passport scheme of learning. This will build on their knowledge of adventurous activities that the children learned about in Years 4, & 5.	This term, children will look at dance in indoor PE lessons. This will build on their knowledge of dance, that they were taught in Years 3, 4, & 5 Netball will be the focus in outdoor PE lessons. This will build on their prior knowledge of invasion games that they have learned about throughout the rest of the Key Stage 2 curriculum.