

Stanningley Primary School
CLASS 6 CURRICULUM MAP (Long Term Planning)

CLASS 6	<u>Autumn 1</u> 8 Weeks	<u>Autumn 2</u> 7 Weeks	<u>Spring 1</u> 6 Weeks	<u>Spring 2</u> 6 Weeks	<u>Summer 1</u> 6 Weeks	<u>Summer 2</u> 7 Weeks
½ Term Class Topic / Theme	Black History Y6 BIKEABILITY = Week 6 Year 6 Residential to Robinwood = Week 7	World War 2 Consultation Evening Holocaust Museum	Our Planet	Ancient Greeks Consultation Evening Book Week Trip to Leeds City Museum	Look into the Future SATs Week	Crime and Punishment Sport's Day Summer Fair Summer Show/Leavers
ENGLISH	Week 1 - Year 6 Expectations Writing to Inform Children to spend the first week of the year focussing on their personal/class mission statement. Week 2-8 Black History - Hidden Figures Week 2-4: Writing to Inform/Discuss Newspaper Article Week 5: Writing to Persuade Persuasive Letter Week 6/8: Writing to Inform Memoir writing in role Linked to the text <i>Hidden Figures</i>, by Margot Lee Shetterly (picture book version). This text is a true story about four, influential black women and their role in the 'Space Race'. All reading and writing activities to be linked to this text during this term. Assessment: Writing to Persuade (non – fiction)	Week 1-6 Letters from the Lighthouse/Beyond Enemy Lines Writing to Entertain Writing to Inform Writing to Discuss Diary Letters/Balanced Argument Text links to history topic of WW2. Week 7 The Best Christmas Present in the World Writing to Entertain Narrative Link to half-termly topic. Children to retell the story in their own words. Assessment: Letter (narrative)	Week 1-6 Clockwork Writing to Entertain Writing to Inform Diary Setting Description Travel Brochure Formal Letter Writing If the unit of work lined to Clockwork is completed prior to Week 6, the children will complete the following:	Week 1 – 3 - Perseus and the Gorgon's Head Writing to Entertain Character description and narrative story writing Children to retell part of the myth of Perseus and Medusa. They will write their own 'next scene' and focus a great deal on descriptive detail and direct/reported speech. Assessment Focus: Use dialogue to advance the action. Week 4 -6 – Who Let the Gods Out? Writing to Inform Writing to Entertain Press Release Descriptions Retell an alternative third person narrative Linking to our Ancient Greece topic, children will complete a range of writing and reading activities linked to the text, <i>Who Let the Gods Out?</i> Assessment: Narrative	Week 1 – 3 REVISION Build GPS and reading skills into writing tasks Week 4 KS2 SAT's week Week 1-6 –Macbeth Writing to Inform Writing to Entertain Letter Playscripts Newspaper Children to be introduced to the works of William Shakespeare. They will focus on a selection of scenes daily to develop play writing / diary writing skills.	Week 1 -7 – Transition Room 13 Writing to Entertain Writing to Persuade Suspense Narrative Persuasive Advert This unit will take the form of a transition unit for the half term. It will also help to for the end pf year writing data.
CLASS TEXT	<i>Hidden Figures</i> by Margot Lee Shetterly Book for Pleasure: <i>Freedom 1783 and Journey Back to Freedom</i> by Catherine Johnson	<i>Letters from the Lighthouse</i> by Emma Carroll <i>The Island</i> by Armin Greder (PSHE LINK)	<i>Clockwork</i> by Philip Pullman Book for Pleasure: <i>Who let the Gods Out</i> by Maz Evans	<i>Perseus and the Gorgon's Head</i> (Myths and Legends) Macbeth (play text) Book for pleasure: <i>Who let the Gods Out</i> by Maz Evans	<i>Macbeth</i> by Tony Ross Book for Pleasure: <i>Boy in the Tower</i> by Polly Ho-Yen	<i>Room 13</i> by Robert Swindells Book for Pleasure: <i>Boy in the Tower</i> by Polly Ho-Yen

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MATHS Power Maths (aligned with White Rose Maths) White Rose Maths POWER MATHS	Week 1-2 Place value within 10,000,000 Week 3-7 Four operations (Number – Addition, Subtraction, Multiplication and Division) Baseline Data = October assessments	Week 1-2 Fractions - addition and subtractions Week 3-4 Fractions – multiplication and division Week 5 and 7 Converting units of measure Week 6 Assessment and Data	Week 1-2 Number – Ratio and proportion Week 3-4 Number – Algebra Week 5-6 Number - Decimals	Week 1-2 Number – Fractions, decimals and percentages Week 3-4 Measure – Area, perimeter and volume Week 5-6 Statistics	Week 1-3 Geometry – Properties of shapes Week 4 Geometry – Position and direction Week 4 = SATs Non-stat. units to be covered PM. AM lessons to consolidate all number.	Post SATs problem solving and consolidation activities Complete any non-statutory learning that was not covered prior to the SATs.
Science	WORKING SCIENTIFICALLY RUNS THROUGH ALL SCIENCE TOPICS					
	Evolution and Inheritance -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Electricity -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. -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. -Use recognised symbols when representing a simple circuit in a diagram	Living things and their Habitats -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. -Give reasons for classifying plants and animals based on specific characteristics.	Animals/Including Humans -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans. (TAUGHT OVER TWO TERMS DUE TO SATs REVISION)	Light -Recognise that light appears to travel in straight lines and use the idea of this to explain that objects are seen because they give out or reflect light into the eye. -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. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	
COMPUTING	This term, as well as the two named units, we will ensure all children are very secure in the use of Google Docs, Slides, Sheets, Classroom and Drive to support their work across the curriculum this year and set them up well for Y7. Online Safety and Computer Networks -To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns	Spreadsheets -To 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 with Microbits This term, we will be using our NEW Microbits for the first time. Alongside this, we will be writing blogs to record and share our experiences and promote collaboration. -To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. -To 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.	Film Making – The Battle of Marathon -To 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.	Multi-Media Based Story and Podcasts -To 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. -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in	

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	about content and contact. -To 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..				evaluating digital content.
RE/CULTURES Leeds Agreed Syllabus Sikhism, Christianity and Judaism	How do Sikhs Symbolise their Commitment? LEEDS AGREED SYLLABUS Pupils working towards the age-related expectations will: • Explore Sikh practices and celebrations in the home and in the community • Use some religious words to talk about Sikh beliefs and stories • Begin to express ideas by asking and responding to questions about Sikh ways of life Pupils working at the age-related expectations (ARE) for Year 6 will be able to: • Describe and give examples of how Sikhs express their beliefs through story, symbols and actions. • Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. • Weigh up a range of opinions about wearing the 5Ks and taking amrit.	What do Christians Believe about the Old and the New Testament? LEEDS AGREED SYLLABUS Pupils working towards the age-related expectations will: -Explore and re-tell some Old Testament stories and talk about key figures. -Identify some similarities and differences between the different Abrahamic world faiths. Pupils working at the age-related expectations (ARE) for KS2 will be able to: -Define the word 'covenant' and give an example. -Summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people.	Why are Rites of Passage Important? LEEDS AGREED SYLLABUS Pupils working towards the age-related expectations will: • Describe the rights and responsibilities that come with growing up • Describe and compare different rites of passage. • Discuss their own beliefs and ideas and compare these with others. Pupils working at age-related expectations for KS2 will be able to: • explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others. • Explain how people often express their feelings and beliefs	How and Why are Jewish Festivals Celebrated Today? LEEDS AGREED SYLLABUS Pupils working towards the age-related expectations will: • Identify and describe some Jewish festivals • Express ideas about why people celebrate. Pupils working at the age-related expectations (ARE) for UKS2 will be able to: • Summarise ideas about Jewish festivals and how and why they are commemorated. • Give a considered response to how and why Jewish people follow the commandments set out in the Torah • Choose appropriate questions for an interview.	

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			-Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.	through art, music, poetry, story, drama and physical movement	
HISTORY	LINK TO BLACK HISTORY MONTH – ENGLISH CROSS CURRICULAR WORK Covered through English lessons. <i>Coverage focuses on the life of black slaves in the late 1700's in Britain and the abolition of slavery.</i>	How did WW2 impact our local area? British history that extends pupils' chronological knowledge beyond 1066 <i>-Place historical events chronologically and summarise the main events of WW2.</i> <i>-Summarise how Britain has had a major influence on the world.</i>		What did the Greeks do for us? Ancient Ancients Chronology: Ancient Greeks <i>-To know and understand significant aspects of the history of the wider world, including the nature of ancient civilisations</i> <i>- study Ancient Greek life and achievements, and their influence on the western world</i> <i>-learn about the legacy of Greek culture and the impact of this legacy on later periods in British history</i>	Crime and Punishment through time? British history that extends pupils' chronological knowledge beyond 1066 and a local history study <i>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i> <i>-to gain a coherent knowledge and understanding of Britain's past</i>
GEOGRAPHY	Trade and Economics Human and physical geography <i>-Describe and understand 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.</i> Geographical skills and fieldwork <i>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>		Are we damaging our world? Human and physical geography <i>-Describe and understand economic activity, including trade links, and the distribution of natural resources e.g., energy, food, minerals and water.</i> Locational Knowledge <i>-To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time in the context of UK power stations.</i>		How will our world look in the future? UK locational knowledge – <i>locate counties and cities of the UK</i> Human and physical geography <i>– identify key aspects of settlement, land use and economy and describe how they have changed.</i> Geographical skills and fieldwork <i>– use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>

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DT		Electrical Systems Using more complex switches and circuits (include programming, control and monitoring). <i>-Children to use their knowledge of electrical components and circuit building to design the new must-have Christmas board game.</i> <i>-The children will investigate board games which include electrical components and design their own game.</i>			Food Technology Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) <i>- Understand and apply the principles of a healthy and varied diet</i> <i>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</i>	
ART	Street Art USING SKETCHBOOKS DRAWING AND PAINTING Children to explore artworks in public spaces and learn about what defines street art! Link to PSHE unit this term. <i>-use sketchbooks to review and revisit ideas</i> <i>-to improve mastery of art and design techniques, including drawing painting and sculpture with a range of materials</i> <i>-to learn about great artists in history</i>			Greek Mosaic - Children to research and explore Ancient Greek mosaic patterns and then they will create their own mosaic pattern from these. - Comparisons between modern and ancient Greek landscapes. - Children to create a Greek landscape through mosaic.		Frida Khalo - STUDY OF GREAT ARTISTS USING SKETCHBOOKS DRAWING AND PAINTING Children will explore a range of artworks and learn about the artist herself. Children will use her artworks to inspire their own self-portraits and pieces of art. SURREALIST. <i>-to create sketch books to record their observations</i> <i>-to improve their mastery of art and design techniques, including drawing and painting with a range of materials</i>
PSHE You, Me & PSHE Scheme of Work	Keeping safe and managing risk Keeping safe – out and about Cyber Sense Resource	- Identity, society and equality - Human Rights	- Mental Health and Emotional Wellbeing - Healthy Minds	Drug, Alcohol and tobacco education – Weighing up risk	- Sex and Relationship Education - Healthy relationships/How a baby is made	FGM X 4 lessons
MINDMATE	Feeling good & being me Self-Integrity: <i>I can stay true to myself</i>	Friends & Family Celebrating friendship: <i>I can talk about</i>	Life Changes Moving on: <i>I can talk about</i>	Strong emotions Happiness: <i>I have a good</i>	Being the same, being different Body image /Social media	Solving problems/ Making it better/ Winning - What does it take?

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	<i>despite external pressures</i>	<i>how I will maintain positive relationships</i>	<i>changes I am looking forward to</i>	<i>understanding of emotional wellbeing</i>	<i>I can talk & listen in difficult discussions</i>	<i>I can look after my mental health</i>
PE 	Unit 1: Personal Coordination: Ball Skills (FUN Station 9) Agility: Reaction/Response (FUNS Stat.12)	Unit 2: Creative Static Balance: Seated (FUNS Station 2) Static Balance: Floor Work (FUNS Station 3)	Unit 3: Social Dynamic Balance: On a Line (FUNS Station 5) Counter Balance: With a Partner (FUNS Station 7)	Unit 5: Health and Fitness Static Balance: Stance (FUNS Station 4) Coordination: Footwork (FUNS Station 10)	Unit 4: Physical Static Balance: One Leg (FUNS Station 1) Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)	Unit 6: Cognitive Agility: Ball Chasing (FUNS Station 11) Coordination: Sending and Receiving (FUNS Station 8)
PE (GD BCFC)	Developing skills and knowledge in relation to Athletics (Sportshall)	Developing skills and knowledge in relation to Invasion Games	Real Gym Unit 2	Developing skills and knowledge in relation to Net and Wall	Developing skills and knowledge in relation to Athletics	Developing skills and knowledge in relation to Striking and fielding (Sports Day)
SPANISH Session supported by the resource, 'Language Angels' 	Family, Pets and Numbers to 100:  Revision of personal information including family and pets  Revision of large number 1-100 (prices)	World War Two (link to history topic):  Group/order unknown vocabulary to help decode texts in Spanish.  Improve listening and reading skills.  Name the countries and languages involved in WW2.  Say what the differences were in city and country life during the war.  Learn to integrate all new and previous language writing a letter home from the countryside as an evacuee.	Weather in Spain:  Weather forecast (future tense)  Research weather in different parts of Spain  Rehearse and perform a weather forecast for the various regions in Spain	The Olympics (link to Ancient Greeks topic):  Tell somebody in Spanish the key facts of the ancient Olympics.  Tell somebody in Spanish the key facts of the modern Olympic games.  Decode longer texts  Say the nouns in Spanish for 10 key sports in the current Olympic games.  Understand the concept of gender, using el and la when you say you play a sport in Spanish.	Free Time Activities (At the Weekend):  Understand hobbies and activities in Spanish  Describe your hobby and give an opinion	Celebrations:  The history and traditions of La Tomatina festival.  The history and traditions of Las Fallas festival.  The history, controversy and traditions of La Fiesta de San Fermín.  The history and traditions of El Día de los Muertos feast day in Mexico
MUSIC Session delivered by Mrs Rivers (Art Forms)	Feel the Pulse - Exploring Pulse and Rhythm. - Exploring singing and body percussion games, using Kodaly methodology and untuned percussion.	Saint Saens: Danse Macabre and Charanga Model Music Curric Y5 – Autumn 2 – How does Music bring us together? Swing Music, old and new The music of Glenn Miller and songs inspired by his music.	'In the Hall of the Mountain King' - BBC TEN PIECES Orchestra Focus - Watch the orchestra playing the piece on BBC Ten Pieces. Listen to and write down rhythms heard. Show Edvard Grieg on the	Modest Mussorsky: A Night on The Bare Mountain- BBC TEN PIECES - compare to Pictures at an Exhibition. Discover the instruments of the orchestra. Instrumental work : Chime bars – performing and composing	Instrument Focus: Ukulele Ukulele Magic, Ukulaliens Focus: Playing an instrument, performing together, improvising	Instrument Focus: Ukulele Revise chords learnt last term and practise songs explored. Learn 'Kampala', from Mrs Durrant Rhymes in preparation for the Summer Concert (play with ukulele)

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	Explore simple raps, such as 'Bubble Gum', 'Ken and Barbie Beatbox Groove', Focus on rhythm notation. Harvest songs and performance.	Continue Kodaly singing games and body percussion. Christmas – performing together, using tuned and untuned percussion	Jamboard - explore the period of Music around the time of his life (Romantic Period).			
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