

Year 6 Curriculum Map - Summer 2

Driver – Science

- Know how the Earth and living things have changed over time
- Know how fossils can be used to find out about the past
- Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)
- Know how animals and plants are adapted to suit their environment
- Link adaptation over time to evolution
- Know about evolution and can explain what it is
- Classify living things *including vertebrates and invertebrates* into broad groups according to observable characteristics and based on similarities and differences
- Know how living things have been classified
- Give reasons for classifying plants and animals in a specific way

Computing

- To explore event driven programming using a text-based programming language
- To use algorithms to develop a solution to a problem
- To translate algorithms into code
- To use abstraction and functions in programs
- To understand that apps are computer programs that are developed according to a plan
- To develop an app according to a plan
- To develop strategies for testing and debugging computer programs
- To understand the importance of decomposition (breaking a problem into smaller parts and solve one part at a time)
- To understand that variables contain values

Art

- Use ceramic mosaic materials & techniques
- Create pieces using previously learned sewing techniques including seam allowance
- Use range of stitches
- Select material to create visual and tactile effects including

PSHE

- *Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally*
- *Know how a baby develops from conception through the nine months of pregnancy and how it is born*
- *Know how being physically attracted to someone changes the nature of the relationship*
- *Know the importance of self-esteem and what they can do to develop it*
- *Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class*

Music

- Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
- Talk about the different styles of singing used for the different styles of songs sung in this year.
- Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
- Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
- D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)
- F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)
- F, G F, G, A \flat F, G, A \flat , B \flat F, G, A \flat , B \flat , C Start and end on the note F (F minor)
- Discuss how the performance might change if it was repeated in a larger/smaller performance space.

MFL

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

- Be able to tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters. Decode unknown language using bilingual dictionaries.

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives (a presentation or description of a typical school day including subjects, time and opinions.

RE

What do religions say to us when life gets hard?

- Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death
- Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation
- Describe similarities and differences between non-religious and Christian beliefs about the afterlife
- Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people

PE

- agree and explain rules to others
- work as a team and communicate a plan
- lead others in a game situation when the need arises
- combine own work with that of others
- sequences to specific timings
- develop sequences in a specific style
- choose own music and style
- plan a route and a series of clues for someone else
- plan with others, taking account of safety and danger
- know which sports they are good at and find out how to improve further
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, for example front crawl, backstroke and breaststroke
- perform safe self-rescue in different water based situations
- I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

Geography

- Use Google Earth to locate a country or place of interest to compare features eg/ to follow the journey of rivers, etc.
- Know what most of the ordnance survey symbols stand for to explore the wider world
- Know how to use six-figure grid references to explore the wider world
- Do I know about time zones and work out differences?