



KILLIGREW SCHOOL CURRICULUM MAP YEAR 6



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Display Focus	War Time Britain (2nd WW)		Aztecs and Mayans		Stage and Screen	
English	Dual perspective diary entries Wartime poetry Explanation leaflet War time narrative		Traditional tales (including flashbacks) Visual description Non-chronological report (mythical creature) Persuasive letter		Writing from different perspectives Character biography	
Recommended Reads	Goodnight Mr Tom Carrie's War War Boy (Michael Foreman) Once (Morris Gleitzman)		Horrible Histories The Angry Aztecs Lost City: The Discovery of Machu Picchu Aztec Inca Maya Eyewitness		Harry Potter books	
Mathematics	Number: place value Number: addition, subtraction, multiplication & division Number: percentages Number: fractions, decimals and % Number: place value time		Number: decimals Measurement Geometry (short insight)		Number: percentages Number: algebra Number: ratio Geometry: statistics Geometry: properties of shapes Geometry: position and direction	
Science	<u>Animals including humans (organs)</u> Which bits of my body could I live without? <u>Light</u> Why can't I see round corners?		<u>Animals including humans (adaptation)</u> How do we know a camel is a mammal? <u>Evolution and inheritance</u> Why aren't there any dinosaurs in St Albans?		<u>Electricity</u> Engineering Project How many circuits does it take to light a bulb?	
					Pre PGL problem solving Applying maths in the real world Fundraising Outdoor Investigator What makes a good scientist?	

Computing	E SAFETY					
	Staying connected		Information models		Crumble – engineering project	
Art	DRAWING					
	Drawing and Sketching	Water Colour Painting	Collage and Textiles		Art techniques for fundraising	
Design and Technology	Construction (Anderson Shelter)		Food		Engineering Project	
Music	Rhythmic literacy through movement. Creating and playing music in 3 parts or more. Developing coordination and vocal independence.					
Physical Education	Gymnastics – balance and counterbalance	Invasion Games – Hockey	Dance	Athletics	Problem solving, leadership and team building games	Striking and Fielding - cricket
Geography	Map work linked to topic		Climate			
History	War Time Britain School Trip: Duxford		Aztecs and Mayans School Trip: Houses of Parliament			

PSHE/SEAL	<u>Its our World</u> Understanding democracy Environmental awareness and responsibility Climate change Sustainability	<u>People around us</u> Class charter National, religious and ethnic identity Different types of relationship Stereotyping and judgement Put-downs and conflict Forgiveness	<u>Who likes chocolate?</u> Rich and poor nations Trade across the world Global footprints Food shortages and hunger Fairness and responsibility Reporting the news	<u>Say No</u> Risk taking and dealing with pressure Legal and illegal drugs Say no to smoking Attitudes to alcohol Keeping safe in my local area – say no to gangs Anti-bullying	<u>Money Matters</u> Earning money Value for money Lending and borrowing money Achieving goals poverty www.inspiringthefuture.co.uk	<u>Growing Up</u> Puberty and reproduction Relationships and reproduction Conception and pregnancy Being a parent Dealing with change Transition and moving on
RE	Stories of Hinduism	What is a church?	What is the Qur'an and why is it important for Muslims?	How do people express their faith through the arts?	Sikh Worship and Community	What happens when we die? School Visit: Muslim Workshops
French	Our School The World Around Us		Then and Now Out and About		Setting up a Café What's in the News	
www.risingstars-uk.com/series/eurostars-new-primary-french						
UNICEF FOCUS & CLASS ASSEMBLY TOPIC	Article 28 I love going to school Children have a right to an education	Article 27 Sometimes our family needs help Every child has the right to a standard of living	Article 5 You are always there for me Children have a right to be guided and protected by their parents and carers	Article 15 We hang out together Children have a right to meet other children and join groups – making the right choices	Article 17 I want to know what's going on in the world Children have the right to access information in the media safely	Article 29 I want to be the best I can Education must develop every child's personality, talents and abilities to the full