



# KILLIGREW SCHOOL 2018-2019 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)
<b>Display Focus</b>	<b>War Time Britain (2<sup>nd</sup> WW)</b>		<b>Aztecs and Mayans</b>		<b>Stage and Screen</b>	
<b>English</b>	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	
<b>Recommended Reads</b>	Goodnight Mr Tom Carrie's War War Boy (Michael Foreman) Once (Morris Gleitman)		Horrible Histories The Angry Aztecs Lost City: The Discovery of Mache Picchu Aztec Inca Maya Eyewitness		Harry Potter books	
<b>Mathematics</b>	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	
<b>Science</b>	<u>Animals including humans (organs)</u>  <b>Which bits of my body could I live without?</b>  <u>Light</u> <b>Why can't I see round corners?</b>		<u>Animals including humans (adaptation)</u>  <b>How do we know a camel is a mammal?</b>  <u>Evolution and inheritance</u>  <b>Why aren't there any dinosaurs in St Albans?</b>		<u>Electricity</u>  Engineering Project  <b>How many circuits does it take to light a bulb?</b>	
					Outdoor Investigator  <b>What makes a good scientist?</b>	

<b>Computing</b>	<b>E SAFETY</b>					
	Staying connected		Information models		Crumble – engineering project	
<b>Art</b>	<b>DRAWING</b>					
	Drawing and Sketching	Water Colour Painting	Collage and Textiles		Art techniques for fundraising	
<b>Design and Technology</b>	Construction (Anderson Shelter)		Food		Engineering Project	
<b>Music</b>						
<b>Physical Education</b>	Gymnastics – balance and counterbalance	Invasion Games – Hockey	Dance	Athletics	Problem solving, leadership and team building games	Striking and Fielding - cricket
<b>Geography</b>	Map work linked to topic		Climate			
<b>History</b>	War Time Britain School Trip: Duxford		Aztecs and Mayans School Trip: Houses of Parliament			

<b>PSHE/SEAL</b>	<u><b>Its our World</b></u> Understanding democracy Environmental awareness and responsibility Climate change Sustainability	<u><b>People around us</b></u> Class charter National, religious and ethnic identity Different types of relationship Stereotyping and judgement Put-downs and conflict Forgiveness	<u><b>Who likes chocolate?</b></u> Rich and poor nations Trade across the world Global footprints Food shortages and hunger Fairness and responsibility Reporting the news	<u><b>Say No</b></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><b>Money Matters</b></u> Earning money Value for money Lending and borrowing money Achieving goals poverty  <a href="http://www.inspiringthefuture.co.uk">www.inspiringthefuture.co.uk</a>	<u><b>Growing Up</b></u> Puberty and reproduction Relationships and reproduction Conception and pregnancy Being a parent Dealing with change Transition and moving on
<b>RE</b>	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? <b>School Visit:</b> <b>Muslim Workshops</b>
<b>French</b>	Our School The World Around Us		Then and Now Out and About		Setting up a Café What's in the News	
<a href="http://www.risingstars-uk.com/series/eurostars-new-primary-french">www.risingstars-uk.com/series/eurostars-new-primary-french</a>						
<b>UNICEF FOCUS &amp; CLASS ASSEMBLY TOPIC</b>	Article 28 <b>I love going to school</b> Children have a right to an education	Article 27 <b>Sometimes our family needs help</b> Every child has the right to a standard of living	Article 5 <b>You are always there for me</b> Children have a right to be guided and protected by their parents and carers	Article 15 <b>We hang out together</b> Children have a right to meet other children and join groups – making the right choices	Article 17 <b>I want to know what's going on in the world</b> Children have the right to access information in the media safely	Article 29 <b>I want to be the best I can</b> Education must develop every child's personality, talents and abilities to the full