

**LONG TERM PLAN/CURRICULUM MAP**

(Average hours per year are based on 36 weeks per year).

<b>Year 6 Cycle A</b>	<b>Average Hours</b>	<b>AUTUMN TERM</b>		<b>SPRING TERM</b>		<b>SUMMER TERM</b>	
ENGLISH	242	<ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Discuss learning and develop wider skills in spoken language</li> <li>▪ Continue to emphasise enjoyment and understanding of language, especially vocabulary, to support children's reading and writing</li> <li>▪ Ensure children's knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension</li> <li>▪ Enhance the effectiveness of children's writing as well as their competence</li> <li>▪ Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate</li> <li>▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say</li> <li>▪ Prepare pupils for secondary education by ensuring they can consciously control the structure of sentences in their writing and understand why sentences are constructed as they are - inc. consolidation, practice and discussion of language.</li> <li>▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say</li> </ul> <p>By the end of Y6, children should be able to:</p> <ul style="list-style-type: none"> <li>▪ manage the general demands of the year 7 curriculum as their reading and writing is sufficiently fluent and effortless</li> <li>▪ reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar</li> </ul>					
MATHS	156	Number & Place Value Add & Subtract Properties of Shapes Measures	Multiply & Divide Fractions Position & Direction Statistics	Number & Place Value Add & Subtract Properties of Shapes Measures	Multiply & Divide Fractions Position & Direction Statistics	Number & Place Value Add & Subtract Properties of Shapes Measures	Multiply & Divide Fractions Position & Direction Statistics
SCIENCE	55	Forest School	Electricity <i>(What could you design that uses an electrical circuit?)</i>	Light <i>(How can you light up your life?)</i>	Living things & their Habitats <i>(Could Spiderman really exist?)</i>	Evolution & Inheritance <i>(Have we always looked like this?)</i>	Animals, including humans <i>(What would a journey through your body be like?)</i>
ICT & COMPUTING	30	We are app planners ~ planning the creation of a mobile app	We are market researchers ~ researching the app market	We are interface designers ~ designing an interface for an app	We are mobile app developers ~ designing a simple mobile phone app	We are marketeers ~ creating video & web copy for a mobile phone app	We are project managers ~developing project management skills
		<ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals - controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>▪ 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</li> <li>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content and contact</li> </ul>					
RE	39	The Church & Christian community Worship, prayer, ritual and ceremony. Visit to local place of worship.	Christmas ~ comparing Christian & Secular approaches	Islam ~ The Mosque, worship, family life and values, Ramadan, Hajj, festivals, 5 pillars.	Easter, Pentecost, & Ascension. The Trinity.	People inspired by religious beliefs	People inspired by religious beliefs ~ individual / paired / group projects

ENQUIRY QUESTION	150	WHY IS BRAZIL ALWAYS IN THE NEWS?  GEOGRAPHY A region within North or South America ~ Brazil	WHAT HAVE WE LEARNED FROM THE ANCIENT EGYPTIANS?  HISTORY The Achievements of the Earliest Civilizations	WHY ARE RAINFORESTS SO IMPORTANT TO US ALL?  GEOGRAPHY Equatorial regions	WHY DID THE SAXONS AND THE SCOTS INVADE?  HISTORY Britain's Settlement by Anglo-Saxons & Scots	WERE VIKINGS ALWAYS VICIOUS AND VICTORIOUS?  HISTORY Viking & Saxon struggle for England before Edward I	WHAT MAKES BRIDGES SO STRONG?  DESIGN TECHNOLOGY Structure of Bridges
HISTORY	30		<ul style="list-style-type: none"> <li>▪ An overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer The Indus Valley <b>Ancient Egypt</b> or The Shang Dynasty of Ancient China</li> </ul>		<ul style="list-style-type: none"> <li>▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>▪ Scots invasions from Ireland to north Britain (now Scotland)</li> <li>▪ Anglo-Saxon invasions, settlements &amp; kingdoms: place names &amp; village life</li> <li>▪ Anglo-Saxon art and culture</li> <li>▪ Christian conversion - Canterbury, Iona and Lindisfarne</li> </ul>	<ul style="list-style-type: none"> <li>▪ Viking raids / invasion</li> <li>▪ Resistance by Alfred the Great and Athelstan, first king of England</li> <li>▪ Further Viking invasions and Danegeld</li> <li>▪ Anglo-Saxon laws and justice</li> <li>▪ Edward the Confessor and his death in 1066</li> </ul>	
GEOGRAPHY	30	<ul style="list-style-type: none"> <li>▪ Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</li> <li>▪ Describe &amp; understand key aspects of human geography, including: types of settlement and land use, economic activity inc. trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>		<ul style="list-style-type: none"> <li>▪ Locate countries, using maps to focus on Europe, North &amp; South America - their environmental regions, key physical and human characteristics, countries &amp; major cities</li> <li>▪ Identify the position and significance of latitude, longitude, Equator, Northern &amp; Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>			
ART & DESIGN	30	<ul style="list-style-type: none"> <li>▪ create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]</li> </ul>					
DESIGN & TECHNOLOGY	30						<ul style="list-style-type: none"> <li>▪ Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</li> </ul>

							pattern pieces and computer-aided design <ul style="list-style-type: none"> <li>▪ Understand how key events and individuals have helped shape the world</li> <li>▪ Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ Use mechanical and electrical systems</li> <li>▪ Apply understanding of computing to program, monitor and control</li> </ul>
							<ul style="list-style-type: none"> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design</li> <li>▪ select from/use a wide range of tools &amp; equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from/use a wide range of materials &amp; components, inc. construction materials, textiles &amp; ingredients, according to functional properties &amp; aesthetic qualities</li> <li>▪ investigate and analyse a range of existing products</li> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>▪ apply their understanding of computing to program, monitor and control their products.</li> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
MUSIC	30	North Tyneside scheme: Living on a Prayer (Rock unit)	North Tyneside scheme: Classroom Jazz 1	North Tyneside scheme: Classroom Jazz 2	North Tyneside scheme: Hip Hop unit from freestyle section	North Tyneside scheme: Fresh Prince of Belair	North Tyneside scheme: Make me feel my love (Pop unit)
		<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>					
PSHE	18	SEAL New beginnings ..... Learning Habits	SEAL Getting on & Falling out ***** Anti-bullying	SEAL Going for Goals	SEAL Good to be me ***** Multiple intelligence (SMART Week)	Health ***** Sex & Relationships Education	SEAL Changes ***** Multiple intelligence (SMART Week)
		<ul style="list-style-type: none"> <li>▪ take responsibility [e.g. for planning/looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or playground mediator for younger pupils; for looking after animals; for identifying safe, healthy, sustainable means of travel when planning their journey to school]</li> <li>▪ feel positive about themselves [e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]</li> <li>▪ participate [e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]</li> <li>▪ make real choices and decisions [e.g. about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]</li> <li>▪ meet and talk with people [e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]</li> </ul>					

		<ul style="list-style-type: none"> <li>▪ develop relationships through work and play [e.g. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]</li> <li>▪ consider social and moral dilemmas that they come across in life [e.g. encouraging respect/understanding between different races and dealing with harassment]</li> <li>▪ find information and advice [e.g. through helplines; by understanding about welfare systems in society]</li> <li>▪ prepare for change [e.g. transferring to secondary school]</li> </ul>					
PE	72	Hockey  Invasion - Ball skills, competitive game situations	Circuit training  Fitness activities	Dance  Technique, evaluation, compare performance	Gym  Floor work-flexibility, control, balance, stamina, sequencing, poise, stamina	Athletics  Track and field - running, jumping, throwing, catching, compare performance	Outdoor Adventurous Activities  Team challenges, orienteering, problem solving
		▪ Play competitive games and apply basic principles suitable for attacking and defending	▪ Develop flexibility, strength, technique, control and balance	▪ Compare performances with previous ones and demonstrate improvement to achieve their personal best	▪ Develop flexibility, strength, technique, control and balance	▪ Use running, jumping, throwing and catching in isolation and in combination	▪ Take part in adventurous activities that challenge - working as a team or an individual
		Basketball  Net/wall Ball skills - dribbling, passing, shooting, competitive game situations	Hi Five Netball  Invasion - passing, footwork, competitive game situations, positions, movement into space	Multi-sports e.g. Cricket, Longball, Kickball  Striking/Fielding - striking into space, aiming for a target, strike accuracy	Tag-Rugby  Invasion	Tennis  Net/wall - tactics, strike accuracy, competitive game situations, analysis of performance, scoring, rules	Multi-skills ~ range of activities using TOP cards  Invasion - use of space, passing, knowing when to pass, moving to space, choosing the correct pass to use
		▪ Use running, jumping, throwing and catching in isolation and combination	▪ Use running, jumping, throwing and catching in isolation and combination	▪ Use running, jumping, throwing and catching in isolation and combination	▪ Play competitive games and apply basic principles suitable for attacking and defending	▪ Play competitive games and apply basic principles suitable for attacking and defending	▪ Play competitive games and apply basic principles suitable for attacking and defending
FRENCH	18	North Tyneside scheme Unit 11 (J'habite)		North Tyneside scheme Unit 11 (J'habite) & Unit 12 (Un pays francophone)		North Tyneside scheme Unit 12 (Un pays francophone)	
		<ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>					