

**LONG TERM PLAN/CURRICULUM MAP**

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

Year 6 Cycle B	Average Hours	AUTUMN TERM	SPRING TERM	SUMMER TERM			
ENGLISH	261	<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	180	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>
SCIENCE	75	Forest School	Electricity	Light	Living things & their Habitats	Animals, including humans	Evolution & Inheritance
<b>Working Scientifically</b>							
COMPUTING	27	NT Unit: Quiz time with Scratch ~ investigating lists, variables, broadcasting, number operators and if/else statements to create maths and memory games	NT Unit: Python Minecraft with a Raspberry Pi ~ changing the Minecraft code, extending learning into a text based programming language	NT Unit: Manipulating Images ~ investigating impressionistic art and recreating using digital art tools. Plus digital sculpture combined with photo editing	NT Unit: Video Editing ~ introduction to video editing: how to trim, edit and repurpose existing video footage for use in a new video presentation	Manipulating Sound NT Unit: Sonic Pi ~ using a text based coding language (Ruby) to create beats and tunes, play notes, chords, samples and loops	NT Unit: Machines & Mechanisms ~ investigating building mechanisms with Lego WeDo then choosing a project to design, build and program machines,
RE	45	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	135	WHAT IF YOU BUILT A THEME PARK IN WIDEOPEN?	HOW DID WW2 CHANGE PEOPLE'S LIVES?	CAN YOU BELIEVE YOUR EYES?	WHAT DID THE MAYANS DO FOR US?	WHERE DOES ALL THE WATER GO?	WHICH DECADE HAD THE BEST MUSIC?
<i>HISTORY</i>	27	Mapping skills and fieldwork	British History - Impact in UK of Hitler's actions	Optical illusions, Escher Drawings & tessellation	Non-European society c.900 Mayan civilization	The importance of raw materials such as water	The way music changed during the 20 <sup>th</sup> century
<i>GEOGRAPHY</i>	27	<ul style="list-style-type: none"> <li>• Use 8 compass points, 4 &amp; 6-figure grid refs, symbols and keys (inc. OS maps) to build knowledge of the UK and wider world</li> <li>• Use fieldwork to observe, measure, record and present human and physical features in local area using a range of methods, inc. sketch maps, plans, graphs, and digital technologies.</li> </ul>	A n aspect or theme in British history extending pupils' chronological knowledge beyond 1066		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features	<ul style="list-style-type: none"> <li>• Describe and understand aspects of water cycle</li> <li>• Human geography, inc.: types of settlement/land use, economic activity inc. trade links, and the distribution of natural resources inc. energy, food, minerals and water</li> </ul>	
<i>ART &amp; DESIGN</i>	27			<ul style="list-style-type: none"> <li>• Develop techniques, inc. control, use of materials, with experimentation, creativity and an increasing awareness of different kinds of art, craft and design.</li> <li>• Learn about great artists, architects and designers in history.</li> </ul>			
<i>MUSIC</i>	27						<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds increasing aural memory</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> <li>• Develop understanding of the history of music.</li> </ul>
		<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>					

		<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>use and understand staff and other musical notations</li> </ul>					
		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)
DESIGN & TECHNOLOGY	27	<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>					
PSHE	27	New beginnings ***** Keeping Safe	Getting on & Falling out ***** Difference & Diversity	Going for Goals ***** Learning Styles (SMARTs)	Good to be me ***** Healthy Eating & Drugs Education	Relationships ***** SRE	Changes ***** Emotional Health & Wellbeing
		<ul style="list-style-type: none"> <li>take responsibility [e.g. for 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 properly; for identifying safe, healthy and 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> <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	Gymnastics ~ variety in sequences	Gymnastics ~ effective use of apparatus	Dance ~ exploring movement ideas	Athletics	Dance ~ creating & performing	Athletics
		Net Games - Netball	Invasion Games - Hockey	Invasion Games - Rugby	Net & Wall Games - Tennis	Striking & Fielding - Rounders	Striking & Fielding - Cricket
		<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games [e.g. basketball, cricket, football, hockey, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					

FRENCH	27	North Tyneside scheme Unit 11 (J'habite)	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>		