

## CURRICULUM MAP

YEAR 6

SPRING TERM

# LEADERSHIP

### Science

National Curriculum ref:

#### Spring 1: Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Milestone ref:

- To work scientifically
- Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).
- Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.
- Relate knowledge of plants to studies of all living things

### Literacy

Theme link:

Content:

Fiction genres (4 weeks):

Recount/Biographies and autobiographies (2weeks):

Nelson Mandela biography

Persuasion (3 weeks): Children writing persuasive letters or speeches to become the next prim minister.

Challenging leadership

Poetry: Structure Monologues (1Week)

Spelling grammar and punctuation (1 week)

Milestone ref:

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Note, develop and research ideas.
- Plan, draft, write, edit and improve.
- Perform compositions, using appropriate intonation and volume.
- active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

### Science

National Curriculum ref:

#### Spring 2: Animals including humans

- identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Milestone ref:

- To work scientifically
- Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.
- Describe the changes as humans develop from birth to old age.
- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).

## History

### **Theme Link**

An investigation into the struggle and conflicts for the Kingdom of England

### **National Curriculum ref:**

The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor

### **Milestone ref:**

- Use appropriate historical vocabulary to communicate, including:
  - ✓ dates
  - ✓ time period
  - ✓ era
  - ✓ chronology
  - ✓ continuity
  - ✓ change
  - ✓ century
  - ✓ decade
  - ✓ legacy.
- Use sources of evidence to deduce information about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Use dates and terms accurately in describing events.

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## Geography

### **Theme link:**

An exploration of identify through location and familiar places. Beginning with the British Isles and the local area.

### **Content:**

Children to investigate maps of the British isles and of the local area. Using atlases and OS maps to investigate the boundaries of the British isles before centring on the local area and creating their own map of their immediate location.

### **Milestone ref:**

- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

## ICT

### **Theme link:**

An exploration of online identity. How identity is created, maintained and perceived in the online world.

### **Herts ICT Scheme ref:**

Staying connected

To understand that a blog is an online space, created by an individual, consisting of regular entries, (descriptions of events, thoughts and opinions etc.) and providing an opportunity for the reader to comment. Explore a range of blogs, considering their effectiveness as communication and collaboration tools.:

### **Content:**

Children will create their own online blog to express their identity. Children will explore the difference between their real and their online identity.

### **Milestone ref:**

- Collaborate with others online on sites approved and moderated by teachers.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- Understand the effect of online comments and show responsibility and sensitivity when online.
- Understand how simple networks are set up and used.
- Choose the most suitable applications and devices for the purposes of communication.
- Use many of the advanced features in order to create high quality, professional or efficient communications.

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### Music

#### **Theme link:**

Leaders in different musical fields . Musicians who have developed a new musical style .

#### **Content:**

Children will identify, investigate, and begin to appreciate different musical genres and how innovators have changed and adapted them.

#### **Milestone ref:**

Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

- ✓ pitch
- ✓ dynamics
- ✓ tempo
- ✓ timbre
- ✓ texture
- ✓ lyrics and melody
- ✓ sense of occasion
- ✓ expressive
- ✓ solo
- ✓ rounds
- ✓ harmonies
- ✓ accompaniments
- ✓ drones
- ✓ cyclic patterns
- ✓ combination of musical elements
- ✓ cultural context.

Describe how lyrics often reflect the cultural context of music and have social meaning.

### ART

#### **Theme link:**

Exploring leaders of different artistic movements

#### **Content:**

Children will explore leaders in different artistic fields. Children will begin to explore how art movements are formed and led, before choosing a particular style of artist to emulate and create their own art work in that style.

#### **Milestone ref:**

- Mix textures (rough and smooth, plain and patterned).  
Combine visual and tactile qualities.  
Use ceramic mosaic materials and techniques.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.  
Use tools to carve and add shapes, texture and pattern.  
Combine visual and tactile qualities.  
Use frameworks (such as wire or moulds) to provide stability and form.
- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

### R.E.

#### **Theme link:**

An exploration of religious leaders from different faiths and an in depth study of Jesus

#### **Content:**

Children will explore the concept of religious leadership and focus on the historical and religious Jesus – Exploring questions of authenticity and faith.

#### **Milestone ref:**

- Explain the practices and lifestyles involved in belonging to a faith community.
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- Show an understanding of the role of a spiritual leader.
- Explain how religious beliefs shape the lives of individuals and communities.
- Explain their own ideas about the answers to ultimate questions.
- Express their own values and remain respectful of those with different values.

## PSHE

### **Theme link:**

Going for goals / Good to be me

Reflecting upon leading their own life in a positive way

### **Content:**

Children reflect upon qualities that they have and how they are similar and different to other people.

Children will explore setting targets for themselves – both short term and long term targets

### **Milestone ref:**

- Show a determination to keep going, despite failures or set backs.
- Reflect upon the reasons for failures and find ways to bounce back.
- Clearly identify own strengths.
- Identify areas for improvement.
- Listen to others who encourage and help, thanking them for their advice.
- Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
- Find things to do that give energy

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## Design and Technology

### **Theme link:**

Using Design and Technology as an opportunity to create an embroidery for a world leader of their choice in any field.

### **Content:**

Children will design create and evaluate an embroidered pattern which encapsulates and symbolises the leader they have chosen.

### **Milestone ref:**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

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Leadership

P.E.

**Theme link:**

N/A

**Content:**

Children will learn about different gymnastic techniques

**Milestone ref:**

- Create complex and well-executed sequences that include a full range of movements including:
  - ✓ travelling
  - ✓ balances
  - ✓ swinging
  - ✓ springing
  - ✓ flight
  - ✓ vaults
  - ✓ inversions
  - ✓ rotations
  - ✓ bending, stretching and twisting
  - ✓ gestures
  - ✓ linking skills.
- Hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Practise and refine the gymnastic techniques used in performances (listed above).
- Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to swing (remaining upright).

P.E.

**Theme link:**

Link to Geography

**Content:**

Children to use OS maps to find and follow a route in the local area. Then using maps to navigate

**Milestone ref:**

- Select appropriate equipment for outdoor and adventurous activity.
- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- Embrace both leadership and team roles and gain the commitment and respect of a team.
- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- Remain positive even in the most challenging circumstances, rallying others if need be.
- Use a range of devices in order to orientate themselves.
- Quickly assess changing conditions and adapt plans to ensure safety comes first.