




# St Anselm's Catholic Primary School

## Year 6 - Curriculum Map 2020-2021



### Learning and growing together through prayer, belief and love



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	WW2 Trips/Enrichment )	Damaging Our World	Circulatory System Trips/Enrichment Hands on Science- heart dissection  Go to Our Lady and St Thomas of Canterbury, Harrow where Fr Guy will talk to us about the Mass (LC)  Harrow Boys School (LC)	Maya Trips/Enrichment Maya Archaeologist – Visit and workshop from Dr Dianne Davies to carry out activities of historical enquiry and study a large collection of Maya artefacts	SATs Prep/Kingswood Trips/Enrichment Kingswood	Year 6 Production Trips/Enrichment Other Faiths Week: Visit with another non-faith school in Harrow (LC)  Other Faiths Week: Visit Harrow's Central Mosque (LC)
<b>RE</b> 	<b>Kingdom of God</b>  What? Why? Where? The Kingdom is for All Commitment to the Kingdom Variety of Responses to the Kingdom The Compassion of Jesus Sharing the Mission 'Could we have stopped Hitler's rise to power?'  RSE  (BTK)	<b>Justice</b>  What is Justice? A Price to Pay Overcoming Injustice Power in Weakness Preparing the Way for Jesus The Mystery of the Incarnation  Other Faiths (Judaism) <i>Anti-bullying week</i>	<b>Exploring the Mass</b>  The Bread of Life The New Covenant The Beginning of Mass The Offertory of Mass The Consecration Holy Communion The Eucharist@ Source & Summit of Life The Blessed Sacrament  RSE  (BTK)	<b>Jesus the Messiah (Lent to Easter)</b>  Big Questions Identity of Jesus Journey of Jerusalem Holy Thursday Good Friday Easter Sunday Holy Week in Church  RSE  (BTK)	<b>The Transforming Spirit</b>  Disciples of Jesus The Ascension Pentecost Peter the Apostle Early Christian Community Paul the Apostle Successors of St. Peter  RSE  (BTK)	<b>Called to Serve</b>  The Invitation Confirmation Marriage Holy Orders Many Ways to Serve Responses to God's Call Be a Living Witness  Other Faiths (Islam)  RSE  (BTK)

(BTK) – Building the Kingdom  
(LC) - Local Context

(LTA) – Linked to Arts mark

CARITAS – Catholic Social Teaching

RSE – Relationships and Sex Education



	Trips/Enrichment Retreat Day		RSE  (BTK)						
<p><b>Caritas</b></p> 	Rights and Responsibilities: hosts taking in evacuees			Care for God's Creation/Call to community and participation: preventing deforestation/taking action against climate change (Laudato Si)			Life and dignity of human person: Donating organs/blood		
	Life and dignity of the human person: soldiers at war/air raids during WW2			Focus on Genesis: God's creation					
<p><b>English Books/Novels</b></p> 	<b>Goodnight Mister Tom</b>		<b>Eye of the Wolf</b>	<b>The Explorer</b>	<b>The Explorer</b>	<b>Pig Heart Boy</b>		Year 6 Production (play TBC)- drama/dance focus	
	<b>Fiction</b>	<b>Non Fiction</b>	<b>Poetry</b>	<b>Fiction</b>	<b>Non Fiction</b>	<b>Poetry</b>	<b>Fiction</b>	<b>Non Fiction</b>	<b>Poetry</b>
	<p>Narrative describing Evacuees journey</p> <p>Diary entries &amp; letters from a characters perspective</p> <p>Narrative describing characters capture and escape from hunters</p>	<p>Balanced argument 'Evacuation was not necessary during WW2'</p> <p>Newspaper Report: The Blitz</p> <p>Persuasive letter about Fair Trade / deforestation</p> <p>(LTA)</p>	<p>War poetry using Imagery</p> <p>(LTA)</p> <p>(BTK)</p>	<p>Non- chronological report to discuss a chosen environmental issues (e.g. plastic in our oceans)</p> <p>(LTA)</p>	<p>Narrative- an adventure with a twist</p> <p>(LTA)</p>	<p>Poetry based on green issues and linking back to the autumn term. (Eye of the Wolf)</p> <p>(LTA)</p> <p>(BTK)</p>	<p>Narrative from a characters perspective</p> <p>Diary entry</p> <p>(LTA)</p>	<p>News conference about a child's heart operation</p> <p>(LTA)</p> <p>(BTK)</p>	<p>Leavers poetry</p> <p>(LTA)</p>

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	(LTA)  (BTK)	(BTK)						
<p><b>Maths</b></p> 	<p>Place value of Number</p> <p>Four operations – Addition, Subtraction, Multiplication, Division</p> <p>Money Week</p>	<p>Fractions</p> <p>Decimals</p>	<p>Percentages</p> <p>Measurement – Position and Direction</p> <p>Algebra</p>	<p>Measurement – Converting Units</p> <p>Perimeter/Area/Volume</p> <p>Ratio</p> <p>Properties of shape</p>	<p>Statistics</p>	<p>Problem solving and investigation</p>		
<p><b>Science</b></p> 	<p><b>Light (Blackouts WW2)</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	<p><b>Evolution &amp; Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring</p>	<p><b>Classification Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Circulatory System</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood function</p> <p>Describe the ways in which nutrients and water are transported within animals including humans</p>	<p><b>Impact of exercise and diet on the body (Drugs/Alcohol)</b></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies</p>	<p><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and vo(LTA)ge of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness</p>		

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	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	of the same kind, but normally offspring vary and are not identical to their parents  <b>(BTK)</b>				of buzzers and the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram
<b>History</b> 	World War 2 (Harrow during WW2)  Black History Month  <b>(BTK)</b>	Compare and Contrast Harrow in the past with today		Mayan Civilisation		
<b>Geography</b> 	Locational Geography (Harrow during WW2) Trade during WW2 Dig for Victory  <b>(BTK)</b>	Damaging our World  <b>(BTK)</b>	Trade & Economics		Map Skills- Central America The Amazon	



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<p><b>Computing</b></p> 	<p>Online Safety</p> <p>Coding / Excel 'We are programmers'</p> <p>Scratch</p> <p>Excel-twinkle templates</p>	<p>Online Safety</p> <p>Green screen (puppet show – deforestation)</p>	<p>Online Safety</p> <p>Safer Internet Day</p> <p>Creating a presentation for Science 'We are presenters'</p>	<p>Online Safety</p> <p>iMovie's and Ink Dot green screen</p>	<p>Online Safety</p> <p>Coding 'We are programmers 2'</p> <p>Swift playground</p>	<p>Online Safety</p> <p>Creating programmes using Sketch Up</p>
<p><b>Art</b></p> 	<p>Study of the History of Art with Harrow Boys</p> <p>Rothko</p> <p>Constable</p>		<p><b>Kandinsky art</b></p> <p><b>Squares with Concentric Circles</b></p> <p>Pastels</p> <p><b>Drawing</b></p> <p>I can record shapes with accuracy showing consideration of proportion, shape and angle.</p> <p>I can convey tonal qualities well, showing good understanding of light and dark on form.</p> <p>I can control my mark-making/shading creating smooth transitions between tonal qualities.</p> <p>I can use a sketchbook to support the development of design over several stages.</p>		<p><b>Fernando Llort (El Salvador links with Maya)</b></p> <p>Art and crafts from the Maya civilization including sculpture, carving, painting, and ceramics.</p> <p>To plan and develop ideas</p> <p>To shape, form, model and join</p> <p>To discuss and evaluate own work and that of other sculptors</p>	

<p><b>Music</b></p> 	<p>1930s/40s (Swing) Steve Reich – Different Trains Matchstick Men (WW2 David Lowry art link) Black history: Billie Holliday/Nina Simone/Ella Fitzgerald</p>	<p>Percussion Composition- Rainforest – creating a soundscape of the rain forest, looking at traditional percussion instruments.</p>	<p>Graphic scores – looking at examples and creating our own graphic scores for Stars Wars, Imperial March.</p>	<p>Blues/Jazz – History of Blues, listening to some well-known blues performers, writing our own blues song, recording an accompaniment on GarageBand. Central American music</p>	<p>Traditional Notation, Reading staff notation, playing tuned percussion instruments</p>	<p>Year 6 Production</p>
<p><b>DT</b></p> 	<p>Building Anderson Shelters</p> <p>To communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Use tools safely and accurately</p> <p>Achieve a quality product</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p>			<p>Model of the Circulatory System</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p>	<p>Mayan Masks</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p>	

<p style="text-align: center;"><b>PE</b></p> 	<p><b>Athletics</b></p> <p>Running styles and changes of speed.</p> <p>Throwing with power and accuracy.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p><b>(LTA)</b></p>	<p><b>Dance (Rain Dance)</b></p> <p>Identify and practise the patterns and actions</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Create a dance that represents WW2</p> <p>Perform and analyse own and others' performance.</p> <p><b>(LTA)</b></p>	<p><b>Invasion Games</b></p> <p>Understand the basic rules of an invasion game</p> <p>Work as a team, using ball-handling skills.</p> <p>Pass and carry a ball using balance and coordination.</p> <p>Apply rules and skills learned to a game.</p> <p><b>(LTA)</b></p>	<p><b>Racket Games</b></p> <p>Demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>Use good hand/eye co-ordination to be able to contact the ball/shuttle with the face of the racket.</p> <p>Understand how to serve the ball/shuttle in order to start the game.</p> <p>Develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play.</p> <p>Understand how to use different shots to outwit an opponent in a game.</p> <p>Develop knowledge, understanding and principles within a doubles game, including tactics</p>	<p><b>Dance (WW2)</b></p> <p>Identify and practise the patterns and actions</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Create a dance that represents WW2</p> <p>Perform and analyse own and others' performance.</p> <p><b>(LTA)</b></p>	<p><b>Athletics Sports Day</b></p> <p>Running styles and changes of speed.</p> <p>Throwing with power and accuracy.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p><b>(LTA)</b></p>
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<b>Equalities/British Values</b> 	Evacuation Law during WW2 Children moving into country and integrating  <b>(BTK)</b>	Housing crisis (Asylum Seekers / Refugees)  <b>(BTK)</b>	Disabilities (physical link to body functions)  <b>(BTK)</b>			Other Faiths Week: Mutual faiths Tolerance of those with different faiths and beliefs Production: Team work  <b>(BTK)</b>
<b>RHE</b> 	Our role within our community  Zones of Regulation  Rule of Law – Class Charter Golden rules Democracy – Elections within school <b>(BTK)</b>	Gifts and Talents  Girls’ Bodies  Boys’ Bodies  Spots and Sleep  Anti-Bullying Week	Body image  Funny Feelings  Emotional Changes  Seeing Stuff Online  Making Babies (Part 2)  Menstruation	Is God Calling You?  Under Pressure  Do You Want a Piece of Cake?  Self-Talk  Safer internet day	Sharing Isn’t Always Caring  Cyberbullying  Types of Abuse  Impacted Lifestyles  Making Good Choices  Giving Assistance (BTK)	The Trinity  Catholic Social Teaching  Reaching Out(BTK)
<b>MFL</b> 	Directions and describing facilities in your area (grammar : negative)	Contrasting Harrow in the past with the present ( using the past and present tense in French)	Describing your home and bedroom (use of adjectives and prepositions)	School, describing it and including subjects, opinions, justifying opinions, school uniform, travel to school, the French school system	Holidays (future tense)	Shopping:buying gifts in a souvenir shop (role-plays)


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<p><b>Healthy Living</b></p> 	<p>Rationing / diets during WW2</p>	<p></p>	<p>Improving Fitness</p>	<p>Eating Healthily (different diets around the world / link to research)</p>	<p>Walk to School Week</p>	<p>Dance through production</p>
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