



Rickleton Primary School Curriculum Map		Year 6	Autumn Term
ENGLISH			
	FICTION - NARRATIVE	NON-FICTION – EXPLANATION & RECOUNT	
	Plan and write a story with two narrators to tell the story from different perspectives. Plan and write a story with a very distinct atmosphere, e.g. suspense, panic, humour.	Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader Write a recount in a specific form with a clear audience, ensuring formality is appropriate, e.g. blog.	
MATHS			
Unit 1: Calculating using knowledge of structures Children use their knowledge of additive structures to solve problems. They calculate the value of a missing part and use the 'same sum' and 'same difference' rules to balance equations. Children solve addition and subtraction calculations mentally using known facts. They understand how adjusting numbers in a calculation can make a mental calculation easier and how it affects the difference.		Unit 2: Multiples of 1,000 Children identify and place the position of five and six-digit multiple of one thousand numbers, on a number line. They count forwards and backwards in steps of powers of 10. They understand what 10,000 and 100,000 is composed of. Unit 3: Numbers up to 10,000,000 Children can read, recognise, create and compare up to eight-digit numbers. They will determine the value of digits in numbers up to tens of millions. Children will add and subtract numbers with up to seven-digit numbers using column addition and subtraction. They will round seven-digit numbers to any power of 10. Children will also divide three-digit numbers by a single-digit number using short division	
SCIENCE			
Key Question: How can we alter a component in a circuit? associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; use recognised symbols when representing a simple circuit in a diagram. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; identifying scientific evidence that has been used to support or refute ideas or arguments.		Key Question: How does the circulatory system work? identify and name the main parts of the human circulatory system, and describe 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. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.	
RELIGIOUS EDUCATION			
Key Question: Creation and science: conflicting or complementary?		Key Question: Why do some people believe in God and some people do not?	
HISTORY		HISTORY	
Industrial Revolution A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		World War One Complete a study of an aspect of British history that extends chronological knowledge beyond 1066; Develop the appropriate use of historical terms; Address and devise historically valid questions about change, cause, similarity and difference, and significance; Understand how our knowledge of the past is constructed from a range of sources.	
COMPUTING		PSHCE	ART & DT
Digital Literacy- Cyberbullying, relationships online, risks online. I.T.- Sound- garage band. Computer Science- Programming a crumble controller. Computer Networks - Unplugged- What is a network?		Keeping Myself Safe Me and My Relationships	Art: Using tones of light and dark to create a War Horse themed landscape DT: Designing and preparing a meal using seasonal food (war rationing) DT: Crumble car project (Linked to Computing)
MUSIC		MFL	PHYSICAL EDUCATION
Key Questions: What is Bacharach and Blues Music? Classroom Jazz 2 Music of WW1 – How music affects mood.		Revisit Y3,4 and 5 topics The School Day Create a video for the website	Games – Working together Gymnastics – 'Group Dynamics' (Group Performance) Additional Coach: Street Games A1 – AE Sports
EVENTS, VISITS and VISITORS			
Heart dissection (Biddick)			