

## Year 6 Curriculum Map

Term	School theme	Line of Enquiry	Predominant subjects	Themed Weeks	Music focus *Each unit covers the interrelated dimensions of music: pulse, rhythm, pitch through listening, appraising performing and composing.	Computing focus	Languages focus	PE Focus  PE at Avon is taught using the FUNS cards from the REAL PE scheme of work. These skills cards are colour progressive and are taught every term alongside each unit. Once a child has achieved a colour part in a particular skill they are challenged to attempt the next colour.
1	“Where ever I lay my hat?”	How has Bristol been entertained in the last century?	History Geography	Week 1: A Fresh Start PSED/SMSC focus	Charanga Livin’ on a Prayer	Ancient Civilizations Understand computer networks including the internet.	La Jolie Ronde French Classroom routines Expressing opinions	Unit 1 – Personal Skills
2	“Don’t stop believing!”	What journeys do Muslims and Christians take in life and death?	RE (faith and belief)	Week 1: Remembrance Week Week 7: Christmas: What can we learn from the life and teachings of Jesus and why is he important?	Charanga Benjamin Britten – A New Year Carol	Select, use and combine a variety of software. Understand algorithms to solve problems.	La Jolie Ronde French Descriptions- home and family	Unit 2 – Social Skills

3	“Can you feel it?”	Could you make a toy with sound and light?	Science and D&T		Charanga Classroom Jazz 1 or 2	What’s inside? Design, write and debug programs that accomplish specific goals. Support friends to protect themselves and make good choices. Understand the consequences of not communicating kindly and respectfully.	La Jolie Ronde French Occupations	Unit 3 – Cognitive Skills
4	“The times they are a changing”	What ever happened to the Mayans?	History	Week 2: Book Week Week 4: Easter: What can we learn from the life and teachings of Jesus? Why is Jesus important?	Charanga Fresh Prince of Bel Air		La Jolie Ronde French Calendar	Unit 4 – Creative Skills
5	All I need is the air that I breathe!”	What’s really ‘in the blood’?	Science SRE		Charanga Make you Feel my Love	Challenge Time! To use sequence, selection and repetition in programs. Select use and combine a variety of software. To understand the consequences of sharing too much about myself online.	La Jolie Ronde French Songs	Unit 5 – Applying Physical Skills
6	“What a Wonderful World...”	What will the weather be like in 100 years?	Geography	Week 3: International artists ART (exhibition)	Year 5/6 Summer Production		La Jolie Ronde French Holidays	Unit 6 – Health and Fitness

<b>Term 1: How has Bristol been entertained in the last century?</b>	
<b>History focus</b>	Study of history significant to the locality
<b>Geography focus</b>	Geographical skills and fieldwork- to support historical focus
<b>Launch</b>	Visit M shed to research the types of historical evidence that help to build a picture of a city.
<b>Landing</b>	Multi-media presentation in style of M-Shed
<b>ELLI focus</b>	Cat and tortoise
<b>RSSA focus</b>	Article 13: Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.
<b>Visit/Visitor</b>	E shed, contact 'Venue', local performers/artists
<b>International link</b>	How have Bristol Ian's artists and performers impacted on popular culture globally?
<b>Local link</b>	All above
<b>British Values</b>	Democracy – Personal views and beliefs. Debating

<b>Term 2: What journeys do Muslims and Christians take in their life and death?</b>	
<b>RE focus</b>	Islam and Christianity, journeys and special places
<b>Art focus</b>	Art to make you think (street art, war art etc.)
<b>Launch</b>	Create a record of a personal special journey.
<b>Landing</b>	Display a piece of art that says something about our perception of religion in society
<b>ELLI focus</b>	Dolphin and Spider
<b>RSSA focus</b>	Article 12: You have a right to your own opinion which is listened to and taken seriously
<b>Visit/Visitor</b>	Take an art trail through Bristol to look at street art, sculpture and exhibitions, visit from someone who has completed the Haaj or another pilgrimage
<b>International link</b>	-
<b>Local link</b>	Interview community about aspects of this theme e.g. special places, key journeys, views on religion or art
<b>British Values</b>	Mutual respect –What is respect. How do we earn respect? How do we show respect? Who should we respect? Different beliefs and cultures.

<b>Term 3: Can you make a toy with sound and light?</b>	
<b>Science focus</b>	Light and electricity (explored through practical resources and IT programs)
<b>D&amp;T focus</b>	Designing and making with electrical systems
<b>Launch</b>	Session exploring a range of games and toys which contain batteries and make noises and light up. Children to write an explanation for how they think one of them works.
<b>Landing</b>	Cross phase opportunity to let younger children play completed games.

<b>ELLI focus</b>	Owl and chameleon
<b>RSSA focus</b>	Article 31: You have the right to play- collaborate with Year one
<b>Visit/Visitor</b>	investigate
<b>International link</b>	Explore how electricity is used/not used in Uganda or other global area of interest
<b>Local link</b>	With Year One, hold a second-hand toy sale to raise money for a local children's project
<b>British Values</b>	<u>Tolerance</u> of beliefs and customs & Mutual respect – Look at cultures around the world – how are they similar/different to ours. Link to Uganda.

#### Term 4: What happened to the Mayans?

<b>History focus</b>	Non-European society
<b>Launch</b>	Look at the murals from the Bonampak Temple in Mexico. In groups, record what clues they give us about the Mayans
<b>Landing</b>	What caused the disappearance of the Mayans? Write and present your argument.
<b>ELLI focus</b>	Bee and cat
<b>RSSA focus</b>	Explore the right to preserve culture and heritage
<b>Visit/Visitor</b>	-
<b>International link</b>	What is the legacy of the Mayans in today's South America? How have they coped with discrimination and cultural genocide?
<b>Local link</b>	-
<b>British Values</b>	Democracy – How has leadership changed? How is a country governed now? How is our country governed now? Link past and present. Role play different styles of leadership and discuss stories of different leadership styles.

#### Term 5: What's really 'in the blood'?

<b>Science focus</b>	Evolution and inheritance, living things in their habitats, animals including humans
<b>RSE focus</b>	Moral dilemmas, reproductive system and birth, caring for babies
<b>Launch</b>	Who are you? Who are you like? Mind map and present
<b>Landing</b>	Presentation on the discoveries of notable palaeontologists/ evolutionists
<b>ELLI focus</b>	Cat and spider
<b>RSSA focus</b>	Article 8: You have a right to an official identity
<b>Visit/Visitor</b>	Bristol Museum
<b>International link</b>	How do different cultures care for their young?
<b>Local link</b>	Where were you born? Where are children born and cared for as babies in our city?
<b>British Values</b>	Individual Liberty – freedom of speech – Ability to share opinions and respect other peoples opinions. (Link to debating and news)

<b>Term 6: What will the weather be like in 100 years?</b>	
<b>Geography focus</b>	Climate zones, biomes and vegetation belts, rivers, and the water cycle
<b>Launch</b>	Weather disasters in recent years- video clips and discussion
<b>Landing</b>	Futuristic weather reports
<b>ELLI focus</b>	Unicorn and dolphin
<b>RSSA focus</b>	Article 27: you have a right to a basic standard of living, food, clothing and a safe place to live. Explore the repercussions for children of disasters called by weather.
<b>Visit/Visitor</b>	-
<b>International link</b>	Find out how weather systems are changing different localities globally
<b>Local link</b>	Look at local weather issues
<b>British Values</b>	Individual liberty – Compare weather in Britain and other countries. Discuss the difference between a disaster in our country and a poorer country. How would each place suffer? How would they cope? Link between poor people in our country and another country.