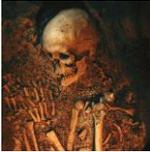


Marine Academy Primary Year 6 Curriculum Map 2017-2018

Year 5	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Being Human</p>  <p>Your body is designed to help you to breathe, move, eat, respond, reproduce and live. But how do the different parts of your body function and how are humans different from other animals? Let's find out.</p>	<p>Mission to Mars</p>  <p>One day, humans may need to leave Earth and settle on another planet. Mars is our most likely destination – a world that we believe once harboured life and, with our intervention, may do so again in the future.</p>	<p>Out of Africa</p>  <p>First there was the big bang! Then life began on Earth 3.8 billion years ago. But when did humans arrive and where did we come from? If we can find out the answer to these questions perhaps we can figure out where we are heading in the future...</p>	<p>Extreme Survivors</p>  <p>If you lived in a harsh environment, for example, in the driest desert or on Earth, your body and behaviour would need to adapt in order to survive. So a cactus in the desert adapts by growing a thick stem to store water. But how would you survive if you were a small fish in the deepest, darkest ocean?</p>	<p>Black Gold</p>  <p>Oil is essential to our daily lives. It gives us many thousands of different products, most of which we have all come to rely on. But what might happen when the oil runs out?</p>	<p>World Cup</p>  <p>People like to compete with each other in all kinds of ways – but especially in sport. We want to know who can run the fastest or which team can score the most goals. The World Cup is one of the sporting competition in the world. Let's discover more about the World Cup and how we could organise our own competition.</p>
English Writing	<p>Fiction: Classic Novels <i>Beowulf</i> by Kevin Crossley-Holland</p> <p>Non-Fiction: Instructions and Explanations <i>Wallace and Gromit: Cracking Contraptions</i> (Haynes Manual)</p>	<p>Fiction: Fantasy <i>Chitty Chitty Bang Bang and the Race Against Time</i> by Frank Cottrell Boyce</p> <p>Non-Fiction: Persuasive Writing <i>The Tin Forest</i> by Helen Ward & Wayne Anderson, <i>Dinosaurs and all that Rubbish</i> by Michael Foreman <i>Eco-Wolf and the Three Pigs</i> by Laurence Anholt & Arthur Robins <i>Stories for a Fragile Planet</i> by Kenneth Steven & Jane Ray</p>	<p>Fiction: Classic Fiction <i>Kensuke's Kingdom</i> by Michael Morpurgo</p> <p>Non-Fiction: Recounts <i>Where My Wellies Take Me</i> by Michael and Clare Morpurgo</p>	<p>Fiction: Stories with Flashbacks <i>Harry Potter Books</i> by JK Tolkien</p> <p>Non-Fiction: Non-Chronological Reports <i>Extreme Animals</i> by Nicola Davies</p>	<p>Fiction: Drama <i>How the Whale Became and Other Stories</i> by Ted Hughes</p> <p>Non-Fiction: Argument and Debate <i>Are Humans Damaging the Atmosphere?</i> by Catherine Chambers</p>	<p>Fiction: Biographies and Autobiographies <i>Charles Dickens: Scenes from an Extraordinary Life</i> by Mick Manning and Brita Granström</p> <p>Non-Fiction: Reports and Journalistic Writing <i>Tuesday</i> by David Wiesner</p>

English Reading	Poetry: Poetic Style (1 week)	Poetry: The Power of Imagery (1 week)	Poetry: Class Poems (1 week)	Poetry: Classic Narrative and Oral Poems (1 week)	Poetry: Debate Poem (1 week)	Poetry: Slam Poetry (1 week)
Maths	<p>Week 1: Place Value and Written Addition</p> <p>Week 2: Decimals and Written Addition</p> <p>Week 3: Subtraction</p> <p>Week 4: Shape and Angles</p> <p>Week 5: Multiplication, Division and Fractions</p> <p>Week 6: Number and Written Multiplication</p>	<p>Week 1: Fractions and Division</p> <p>Week 2: Place Value, Decimals and Subtraction</p> <p>Week 3: Measures including Time</p> <p>Week 4: 3D Shape and Fractions</p> <p>Weeks 5 and 6: Written Multiplication, Mixed Calculations and Word Problems</p>	<p>Week 1: Number, Place Value and Negative Numbers</p> <p>Week 2: Mental Addition and Subtraction, Order of Operations</p> <p>Week 3: Place Value, Decimals and Addition of Decimals</p> <p>Week 4: Co-ordinates, Statistics and Measures</p> <p>Week 5: Mental Multiplication and Division; Written Multiplication</p> <p>Week 6: Fractions, Percentages and Statistics</p>	<p>Week 1: Algebra</p> <p>Week 2: Multiplication and Division of Fractions and Written Division</p> <p>Week 3: Area, Perimeter and Volume</p> <p>Week 4: Shape, Ratio and Percentages</p> <p>Weeks 5 and 6: Written Multiplication and Division</p>	<p>Week 1: REVISION: Number, Place Value, Addition and Subtraction</p> <p>Week 2: REVISION: Multiplication and Division</p> <p>Week 3: REVISION: Fractions, Decimals, Percentages, Ratios and Scaling</p> <p>Week 4: REVISION: Shape, Measures, Statistics and Algebra</p> <p>Week 5: End of Key Stage Two Assessments</p> <p>Week 6: Problem Solving and Calculator Skills</p>	<p>Week 1: Problem Solving and Investigations</p> <p>Week 2: Measuring Ourselves and What's Around Us</p> <p>Week 3: Large Numbers and Problem Solving</p> <p>Week 4: History of Maths</p> <p>Weeks 5 and 6: Maths in Art and Nature</p>
Science	<p>Staying Alive This topic considers life processes that are internal to the body, such as the circulatory system, parts of the digestive system and how they transport fluids around the body. The impact of lifestyle on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.</p> <p>Let it Shine The topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows</p>	<p>Out of this World In this topic, children learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time, before finally exploring what causes us to experience night and day on Earth.</p>	<p>We're Evolving This topic is intended to look at how living things produce offspring that are similar in appearance, but identical to themselves, whether they are plants or animals. They should also consider how animals change over time as they adapt to their surroundings and this leads to longer term changes. Evidence of changes over long periods of time will be built on the year 3 topic of rocks and looking at fossils.</p> <p>We are Dinosaur Hunters During this topic the children will have a chance to study, research and present information, based on their own questions about dinosaurs. They are often fascinated by the period that dinosaurs lived and there are many programmes</p>	<p>Classifying Critters Children will already have learned that there are two main kingdoms and that the animal kingdom can be subdivided into vertebrates and invertebrates and what this means. There are five kingdoms of living things which will be explored during this unit. Here they will explore the kingdoms not yet encountered, such as fungi and microbes.</p>	<p>Material World In this topic, the children learn about materials and how they change. First they test properties of materials, before looking at how materials dissolve, what a solution is, and evaporation. Finally the children compare reversible and irreversible changes.</p>	<p>Growing Up and Growing Old In this topic children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty.</p>

	<p>and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.</p> <p>Electrifying! This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit as well as considering the effect in more detail of changing components in a circuit. The children have the opportunity to apply their learning by creating an electronic game.</p> <p>Let's get Moving In this topic children learn about forces and machines. Starting with the force of gravity, they then study friction forces, including air and water resistance, before investigating how simple machines work.</p>		<p>and films made that will have provoked more curiosity, such as the 'Ice Age' series and the 'Land Before Time' series. The entire topic is focused on developing children's scientific enquiry skills.</p>			
SMSC	<p>It's Our World</p> <ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change (1) 5. Climate change (2) 6. Sustainability issues 	<p>Say No!</p> <ol style="list-style-type: none"> 1. Risk taking and dealing with pressure 2. Legal and illegal drugs 3. Say no to smoking 4. Attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying 	<p>Money Matters</p> <ol style="list-style-type: none"> 1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty 	<p>Who Likes Chocolate?</p> <ol style="list-style-type: none"> 1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news 	<p>People Around Us</p> <ol style="list-style-type: none"> 1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Ending friendships 6. Forgiveness 	<p>Growing Up</p> <ol style="list-style-type: none"> 1. Puberty and reproduction 2. Relationships and reproduction 3. Conception and pregnancy 4. Being a parent 5. Common responses to change 6. Transition
Foundation Subjects	Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.					
	Science Technology International	Geography History Technology Science Society	Science Technology International	Science Technology International	Geography Science International	Geography Science International History Art

Enriched Curriculum Activity	Explorer Dome in School	International Trip to the Planetarium at Plymouth University	Sand Dig with Bones in School Trip to Kents Cavern	Trip to Newquay Zoo	Oil Science Experiments at Marine Academy Plymouth	Technology Football on the Hoe followed by watching the Big Screen in the City Centre
French or Spanish	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing present ideas and information orally to a range of audiences 	
Computing	<p>Term 1: We are computational thinkers Term 2: We are travel writers</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use sequence, selection, and repetition in programs; work with variables and various forms of input and output 		<p>Term 3: We are network technicians Term 4: We are publishers</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 		<p>Term 5: We are advertisers Term 6: We are adventure gamers</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	
RE	<p><u>What does it mean to belong to a religion?</u> Theme: Religion and Community</p> <p>This enquiry explores aspects of Christian festivals, celebrations, practices and community and the beliefs to which they relate</p> <ul style="list-style-type: none"> Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together? 		<p><u>Why are some places special?</u> Theme: Worship and Sacred Places</p> <p>This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways</p> <ul style="list-style-type: none"> Why do people believe that some places are special? What practices and events are associated with pilgrimage and special journeys? What artistic, symbolic and other expressive work is associated with special journeys and places? How might we make a record of the impact on ourselves of the journeys we make and the places we visit? 		<p><u>What do people believe about life?</u> Theme: Beliefs and Questions/The Journey of Life and Death</p> <p>This enquiry explores ideas about the natural world and our place in it and relates them to religious and other beliefs</p> <ul style="list-style-type: none"> What feelings do people experience in relation to birth, change, death and the natural world? What answers might be given by ourselves and by religions and beliefs to questions about: · the origin and meaning of life? · our place in society and the natural world? · the existence of God? · the experience of suffering? · life after death? 	
PE	<p>Term 1: Hockey Term 2: Football</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, basketball, football and hockey], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 		<p>Term 3: Swimming and Gymnastics Term 4: Dance</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best take part in outdoor and adventurous activity challenges both individually and within a team swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively such as front crawl, backstroke and breaststroke 		<p>Term 5: OAA/Athletics Term 6: Rounders</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, cricket, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics] 	

			<ul style="list-style-type: none"> perform safe self-rescue in different water-based situations 			
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations 	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 			
Role Play Area	Who am 'eye'?	Planets hanging from the ceiling and a Rocket Tent	Match hanging Skulls to words on display	Forest	Skyline of an Oil Centre	Fact Files of Famous Footballers taking part in the World Cup