



**Curriculum Map, Timetable and Home
Learning Schedule for Year 6**

Branch Phase

2016 - 2017

Learning Unit Overview

Year	Autumn term		Spring term		Summer term	
Year 6	<p>Italy</p> <p>Geography/ History</p> <p>This topic allows the children to use a range of tools for geographical enquiry (including maps, atlases, globes and digital mapping) in order to compare the typical weather, climate and features of their local area to that of another country. They are provided with the opportunity to explore Italy's diverse landscape, examining the differences between the North and South and the impact this has on lifestyle.</p>	<p>Italy</p> <p>Geography/D&T/Art/ History</p> <p>In the second half of this unit the focus will be on Italian art and architecture. The children will learn about the effects of the Renaissance movement, as well as investigating how materials can be used to effectively construct, strengthen and bind structures.</p>	<p>The History of Medicine</p> <p>History/Science</p> <p>This unit tracks how medicine has developed over a long period of time. It will explore the work and experiences of some of the most influential pioneers in the field and consider how historic events and decisions have shaped public health and current practice.</p>	<p>Transport</p> <p>D&T/History/Science/ Geography</p> <p>'Transport' examines the timeline for the progression of transportation. It will look at how the methods for moving both people and commodities have advanced and investigate the grounds for such change. The children will study technological developments, geographical adaptations and design characteristics.</p>	<p>Still Reigning</p> <p>Art/History/Music/Dance/ Drama</p> <p>'Still Reigning' explores the major events and the development of youth culture during the reign of the Queen. It focuses on the change in fashions and music over this period of time and allows the children to become creative with drama and dance, re-enacting the Queen's coronation ceremony and the key events that follow.</p>	<p>Transition Tasks!</p> <p>Skills for Life</p> <p>'Skills for Life' is a transition unit that prepares the children, as they come to the end of their primary school years, for life in the adult world. They will be learning about the world of business and how to manage an enterprise in an 'Apprentice' style project. They will also be preparing for their end of year performance.</p>

<p>Science</p>	<p><i>Autumn 1 - Electricity</i></p> <p>We will be learning about the impact of a cell within a circuit, using appropriate vocabulary to explain our findings. Following this, we will move on to constructing both parallel and series circuits from a given criteria, containing all of the important elements. This will require use of apparatus and logical thinking to problem solve if a circuit is not complete. We will compare these in terms of uses within the home. Throughout the module, we will be applying our learning to range of Year 6 curriculum questions to check our understanding. This will also give us an opportunity to deepen our thinking through a range of questions. Finally, through carefully constructing diagrams, we will be demonstrating how we see objects and shadows are formed (including the impact of light source strength, power and angle).</p> <p><i>Autumn 2 - Living Things and their Habitats</i></p> <p>We will begin with revision of food chain, food webs and classification of organisms in broad groups. Then, we will begin investigating classification into more detailed categories, incorporating the use of flow charts and keys into our data handling. More specifically, we will explore the classification of plants, giving a chance for some outdoor learning in the school garden (weather permitting). Throughout our focus of classification, we will be learning about Linnaeus System to develop an understanding of how organisms are related and develop from a Kingdom.</p>	<p>Key Stage 2 Revision Begins</p> <p>Closer to the term, we will informally assess the children to find out what they know and have retained about each of the revision topics. This will enable us plan and deliver lessons which are tailored to weaker areas of their science understanding for each topic. Below is a brief overview of the learning we may be incorporating following assessment. We will continue to deliver science lessons in the same way as the Autumn term, giving opportunities to apply maths skills with data handling; hands on investigations; and utilising knowledge to answer or solve a range of scientific questions.</p> <p><i>Spring 1</i></p> <p>Revision focusing on Forces, Materials, Rocks, Conservation.</p> <p><u>Forces</u></p> <p>To explain and suggest the impact of water resistance, air resistance, and friction, applying learning to <i>real world examples</i> (incorporating the knowledge of levers, mechanisms and gears).</p> <p><u>Materials</u></p> <p>Understand key process such as melting and boiling, using the appropriate diagrams and vocabulary to explain this in detail. To further this, children will develop their understanding of how to recover</p>	<p><i>Summer 1</i></p> <p>2: Humans Physiology Part <u>Two</u> (Circulatory System, Inheritance and Evolution).</p> <p><u>Circulatory System</u></p> <p>We will be identifying the main parts of the human circulatory system, and describing the functions of the heart, blood vessels and blood. Applying our knowledge of healthy eating, we will explore way to keep this part of our body healthy.</p> <p><u>Inheritance and Evolution</u></p> <p>Recognise that living things have changed over time and explore theories by key figures such as Charles Darwin. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (including developing an understanding of identical and non-identical twins) Explain how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>Summer 2 - Puberty, Relationships and Reproduction</i></p> <p>Puberty and reproduction, Understanding Relationships, Communication and Relationships.</p> <p>If you wish to withdraw your child from aspects of the science learning then please speak to your class</p>
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	<p>substances from solutions including separating, evaporation, filtering and dissolving. This will improve their knowledge of the 3 states of matter (solid, liquid and gas), providing children will the essential knowledge of reversible and irreversible changes.</p> <p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks based on their properties. Gain an understanding of how the main types of rocks are formed. Moving onto descriptions of fossil formation and the impact of how this to build a picture of extinct organisms.</p> <p><u>Conservation</u></p> <p>Group, identify and name a variety of living things within the local environment and suggest ways these can be protected.</p> <p>Identify possible reasons for environment harm and strategies to combat or reduce this (carbon food print, recycling etc.). This includes use of appropriate vocabulary to explain thinking.</p> <p><i>Spring 2</i></p> <p>Revision here is split into two sections:</p> <p>1: Space and Sound.</p> <p><u>Space</u></p> <p>Children will apply lots of their forces knowledge to this module in particular. They will be exploring the position of the Sun and Moon in relation to the Earth, as well as the position of all planets in relation to each</p>	<p>teacher.</p>
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		<p>other. Also, pupils will be developing their understanding of lunar phases, using their understanding about shadows to explain each step. We will learn about famous astronauts and expeditions, as well as life inside a space shuttle.</p> <p>2: Humans Physiology Part <u>One</u> (Anatomy, Teeth and Digestion).</p> <p><u>Anatomy</u></p> <p>We will be exploring the skeleton and vital organs of the body, including development of the anatomy from birth to adulthood (for example the brain grows rapidly during the period before birth and then slows considerably during the -school years).</p> <p><u>Teeth and the Digestive System</u></p> <p>We will be learning about different types of teeth, keeping them clean and healthy gums. We will apply our understanding to explore the teeth of other organisms.</p> <p>We will learn about the digestive system – the organs involved, process of digestion and food groups.</p>	
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Home Learning

Home Learning is the opportunity for every child to continue their learning journey with their families. You can make such a difference to your child's progress by your involvement in home learning. Home learning enables each child to practice skills, consolidate, embed or extend what they have learned in school. This year the learning will be set in folders rather than books.

"Learning Logs" are for each child to record their pertinent learning from the week and will be brought home weekly to share with you. Please set some time aside for a meaningful conversation with your child about what they have learned and add your comments to share with their teacher. A three way conversation about learning! Positive comments from a parent about their child's attainment make such a difference to their confidence and resulting progress.

Home Learning Challenges: Creative projects for you and your child to create together will be set at some point during the year – get those glue sticks ready...

Maths: Maths home learning will alternate weekly between practical 'Activity Packs' and 'Beat That' tasks to involve the family and have fun whilst learning the basic skills and facts of maths.

Home Reading: Hearing your child read on a regular basis will accelerate your child's progress in their reading. Special time with you will also promote their enjoyment of reading. Please record your comments in your child's Home Reading Record. Comprehension tasks will be sent home regularly to enable your child to practice the skill of understanding what they have read.

Spelling: Spellings to be explored and learned will be sent home weekly and recorded in your child's Home Reading Record. Your child will undertake a spelling test weekly in their reading record so you will be able to see how your child fared and what they still need to learn.

English skills: Other tasks involving practice of grammar, punctuation or an aspect of writing will also arrive home at regular intervals.

Please note the days on which your child has PE / swimming. Please ensure that the correct kit is in school on the correct day. Otherwise you will receive a telephone call asking you to bring it in.