Lynch Hill Primary Academy
Curriculum Map for Year 6

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts	➢ So You Think You have Got it Bad? ➢ The Ancient Olympic Games ➢ Survivors	➢ Athena ➢ Myths, Monsters, Mayhem ➢ The Wind in the Wall ➢ Wonder	➢ River Boy ➢ Amazing Rivers ➢ Water Cycles ➢ Wonder	➢ Our Castle by the Sea ➢ Private Peaceful ➢ Woeful Second World War	➢ What a Wonderful World ➢ If the World were 100 people ➢ One World, One Day ➢ Refugee Boy	➢ Boy at the back of the class ➢ Kensuke's Kingdom ➢ The Final Year
English Writing	**Purpose**: Grammar Recall (2 weeks) **Reference**: PiXL Grammar Therapies **Learning Outcome:** Recap previous learning - Word Classes, Common punctuations in KS2, Sentence structure to lay strong writing skills foundation. **Purpose:** Writing to entertain **Genre:** Descriptive Writing **Reference 1**: Swallows & Amazons **Reference 2:** Theseus and the Minotaur **Learning Outcome:** Setting Description	**Purpose:** Writing to entertain **Genre**: Narrative **Reference:** Wind in the Wall **Learning Outcome:** Descriptive Writing • Object (pineapple), Character (Duke) and a Setting (Duke's House) • Letter Writing in old English style, • Suspense Scene • Action Scene **Grammar focus:** Subjunctive, speech, short sentences, hyphenated words, figurative language, powerful vocabulary (shades of meaning), colons, passive	**Purpose:** Writing to Inform **Genre:** Recount /diary entry **Subject:** Charles Darwin / Galapagos Islands **Learning Outcome:** To write a recount of Darwin's trip to the Galapagos island, extending to from point of view of an animal on the island. **Grammar focus:** Passive voice, modals, impersonal pronouns, relative clauses, punctuation, sentence starts, dialogues to move action	**Purpose:** Writing to Inform **Genre:** Journalistic writing **Subject:** World War II **Learning Outcome:** To write a newspaper report **Grammar focus:** Passive voice, direct and reported speech, punctuation **Purpose:** Writing to Inform **Genre:** Persuasive Writing **Subject:** Sea World **Learning Outcome:** To write an informative and persuasive leaflet **Grammar focus:**	**Purpose:** Writing to discuss **Genre**: Balanced arguments **Subject:** Graffiti – Art or Vandalism? **Learning Outcome:** To write a balanced argument about whether or not graffiti is art or vandalism. **Purpose:** Writing to entertain **Reference:** Secret of City Cemetery, Timeslide **Learning Outcome:** To write a narrative involving a timeslide **Grammar focus:** Dialogue, powerful vocabulary for description, varied	**Purpose:** Writing to entertain **Genre:** Poetry **Reference:** The Final Year **Learning Outcome:** To write a poem based on childhood experiences **Theme**: Book Study **Reference**: Kensuke's Kingdom **Learning Outcome:** Complete pieces of narrative writing such as setting description, characterisation and prediction

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	Grammar Focus: ISPACED sentence starters, expanded noun phrases, figurative language techniques			Rhetorical question, vocabulary choices, range of punctuations **Purpose:** Writing to persuade **Genre**: Letter Writing **Subject:** Sea World **Learning Outcome:** To write a letter of complaint	sentence length	
English Reading	**Child as a reader:** Skim, scan and text mark to familiarise themselves with texts and find relevant information. Construct visual images using graphic organisers to arrange their thoughts about the text. Compare, contrast and evaluate different texts by making connections. Persevere with challenging texts.	**Retrieve and Record information:** Interrogate a section of text to retrieve multiple details. Provide developed explanations for key information, events, character actions and motivations. **Summarise** main ideas from fiction and non-fiction. Order summaries of different paragraphs in a text.	**Inference**: Search for simple clues within the text to support reading between the lines Make developed inferences drawing on evidence from the text and wider personal experiences Use clues from action, dialogue and description to interpret meaning Prove and disprove a statement about a character or setting	**How meaning is enhanced through word choices:** Comment upon the impact of the author's language choices on the reader Understand and discuss authorial intent Understand the intricacies and subtilities of language chosen **Predict** what might happen.	**Question Types:** Find and Copy – Introduction, word meaning, Finding synonyms, words that show or suggest and summary. Strategies to answer 3 mark question. This is explored using texts that pupils have explored in previous terms such as – Astronauts, Thrown, Wild Cat. Looking at ways to improve inference.	**Making Comparisons:** Compare how a character changes, and make accurate and appropriate comparisons within a text. Looking at unknown texts, both fiction and non-fiction, including past KS2 SATs papers. Book Study The final year Author podcasts Cressida Cowell, Michael Mann, Piers Torday

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	Work on Reading fluency and explain meanings of words		by finding evidence in the text Explain and justify inferences to support reasoning Empathise with different characters' point of view		**Identify and Explain:** How information contributes to meaning – discuss evidence of themes and conventions, comment on grammatical features	
Maths	**Place value and number system.** **Four operations** Children will read, write, order and compare numbers up to 10 000 000 and determine the value of each digit, round any whole number to a required degree of accuracy, use negative numbers in context, and calculate intervals across zero and solve number and practical problems that involve all of the above. Children will multiply and divide 4 digits by a two-digit whole numbers using formal methods such as short and long multiplication/division and interpret remainders as whole number remainders, fractions, or by rounding. They will perform mental calculations, including with mixed operations and large numbers, identify common factors, common multiples and prime numbers, use the order of operations to carry out calculations involving the four operations and solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		**Measurements (Converting Units)** Children will solve problems involving the calculation and conversion of units of measure, including decimal numbers, use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimals, convert between miles and kilometres. **Ratio:** Children will solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts, solve problems involving the calculation of percentages and the use of percentages for comparison, solve problems involving similar shapes where the scale factor is known or can be found and solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Decimals, Fractions and Percentages**: They will associate a fraction with division and calculate decimal fraction equivalents,		**Measurement: Perimeter, area, volume** Children will recognise that shapes with the same areas can have different perimeters and vice versa, recognise when it is possible to use formulae for area and volume of shapes, calculate the area of parallelograms and triangles, calculate, estimate and compare volume of cubes and cuboids using standard units. **Statistics:** They will interpret and construct pie charts and line graphs and use these to solve problems and calculate and interpret the mean as an average. **Geometry: Properties of shapes** Children will draw 2-D shapes using given dimensions and angles, recognise, describe and build simple 3-D shapes, including making nets, compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons, illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius and recognise angles where they meet at a point, are on a	

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	Fractions and Decimals Children will use common factors to simplify fractions; use common multiples to express fractions in the same denomination, compare and order fractions, including fractions > 1, add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions, multiply simple pairs of proper fractions, writing the answer in its simplest form, divide proper fractions by whole numbers.		identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. They will multiply one-digit numbers with up to two decimal places by whole numbers, use written division methods in cases where the answer has up to two decimal places, solve problems which require answers to be rounded to specified degrees of accuracy, recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	straight line, or are vertically opposite, and find missing angles. **Geometry: Position and Direction** They will describe positions on the full coordinate grid (all four quadrants), draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Algebra:** Children will use simple formulae, generate and describe linear number sequences, express missing number problems algebraically, find pairs of numbers that satisfy an equation with two unknowns and enumerate possibilities of combinations of two variables.	
Science	**Physics**: Electricity, Environmental Sciences **Overview:** • 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	**Biology**: Evolution and Inheritance **Overview:** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to	**Physics**: Light – How we see things? **Overview:** • Recognise that light appears to travel in straight lines • 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 • Explain that we see things because light travels from	**Biology**: Living things and their habitat (micro-organisms) **Overview:** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics. • Understand useful and harmful microbes • Importance of maintaining food, animal and respiratory hygiene • Role of vaccination and antibiotics **Working Scientifically** Use and develop keys and other information records to identify, classify and describe living things, and identify patterns that might be found in the natural environment.	**Biology**: Circulatory system Drugs and Healthy Eating and range of investigation including the Pulse. **Overview:** • 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

	bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. • Understand renewable and non-renewable sources of energy • How to reduce electricity consumption • Understand climate change **Working Scientifically** Planning scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and	their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Working Scientifically** Identifying scientific evidence that has been used to support or refute ideas or arguments. Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.	light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Working Scientifically** Make own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them 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, bar and line graphs Look for different causal relationships in their data and identify evidence that refutes or supports their ideas. 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	the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. **Working Scientifically** Choose the most appropriate equipment to make measurements and explain how to use it accurately. Decide how to record data from a choice of familiar approaches. Use results to identify when further tests and observations might be needed.

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	why.					
Computing	**Online Safety:** Delivered throughout the year using the unit 'Being safe in the digital world'. **Key learning:** Self-image and identity **Networks:** This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks, including the possible positive and negatives uses of networks.	**Online Safety:** **Key learning** - Online Relationships **Spreadsheets:** This unit allows children to use industry standard software to work with spreadsheets. **Key learning** includes: performing calculations, entering and using formulae, presenting data and solving real life problems	**Online Safety:** **Key learning -** Online reputation **Blogging:** This unit allows children to explore blogs and their features, including how they can be used to engage an audience affectively. **Key learning** includes: understanding blogs and their features, planning the theme, content and structure, writing and styling a blog post, reviewing and commenting on blog posts with an understanding of online safety.	**Online Safety:** **Key learning** - Online bullying **Graphing:** This unit allows children to understand the benefits of creating common graph types digitally and using appropriate features to present data in the best possible way. **Key learning** includes: creating a range of graph types, incorporating multiple datasets, using graphs to solve a problem and exporting and importing files	**Online Safety:** **Key learning** - Managing online information **Introduction to Python:** This unit introduces children to text-based coding through the use of Python. **Key learning** includes: understanding that python is a text-based coding language and entering simple commands, using python to perform mathematical calculations, using repetition and python library functions and understanding how python in Pieces can be used to program a graphical user interface.	**Online Safety:** **Key learning** - Privacy and security **Data Detectives**: This unit challenges children to interpret information being requested and query databases to find the information. **Key learning** includes: finding information in databases by filtering and sorting, creating graphs from data within a database, finding information in linked table databases and finding requested information.
History	**Ancient Greece –** For this unit of work, the key learning questions are: Who were the Ancient Greeks? How did Alexander the Great's empire grow and what were the effects of this?			**World War II -** For this unit of work, the key learning questions are: What was Britain like in the 1930s? What caused WWII? (when, why and who) Who was Hitler and why did he do what he		

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	What were the aspects of daily life and society in ancient Greece? What connections and contrasts can be made and drawn between life in ancient Athens and life in ancient Sparta? What do primary sources tell us about the ancient Olympics games? What are the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games? What were the beliefs of the ancient Greeks? What did the ancient Greeks believe about the Trojan War and how do we know about their beliefs? **Significant People:** Alexander the Great, Greek Gods and Goddesses **Significant Event:** Trojan War, The ancient Olympic games **Key Vocabulary:** Civilisation, Trade, Timeline, Persian Empire, Enslaved, Conquered, Trade, Empire, Primary and Secondary sources, legacies, myth, Spartans, Athenians, Chariot, surrender, Trojan War		did? What did evacuation look like during WWII? How were people's diets different in World War II in comparison to today's? What were women's wartime jobs and describe what they entailed in detail. What was the Holocaust and what events occurred? What were some of the key events from WWII? **Significant Person**: Adolf Hitler **Significant Event:** WW2, Blitz, Holocaust **Key Vocabulary**: Allied powers, German occupation, Chancellor, concentration camps, Nazi, Jewish community, ration book, billeted, suitcase, overseas, short supplies, wartime, conserve, land girls, munition factory, searchlight operators,	
At Lynch Hill, the Geography curriculum covers three concept threads: People and Places, The Natural World and Locational Knowledge					
Geography		**Rivers:** For this unit of work, the key learning questions are: Where are the world's rivers? How do rivers shape the land? What landforms do rivers create? (2 lessons) Why are rivers important to people? What happens when a river floods?		**Migration:** For this unit of work, the key learning questions are: What is migration? How do migrants vary? How does migration affect people and	**Globalisation**: For this unit of work, the key learning questions are: What is globalisation? How has globalisation changed the way we

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		Key Vocabulary: Mouth, Source, Meander, North America, South America, Europe, Africa, Attrition, Hydraulic action, Solution, Suspension, Traction, Saltation, Landform, Tectonic plates, Glaciers, Erosion, Deposition, Transportation, V-Shaped, Valley, Interlocking spurs, Middle course, Sediment, Volga river, Agriculture, Fertile, Fishing, Sturgeon, Caviar, Amazon River, Transportation, Tourism, Flood, Banks, Rainfall, Snowmelt, Infiltration, Urbanisation, Impermeable, Deforestation			places? What is economic migration? What is a refugee? How will climate change affect migration? **Key Vocabulary:** Migration, emigrant, immigration, national, international, forced, voluntary, temporary, permanent, economic migrant, refugee, push and pull factors, source and host country, shortages, persecution, asylum seeker, climate change, civil war	communicate? How does globalisation affect trade? What does globalisation have to do with fashion? Where were your clothes made? What does globalisation have to do with food? Where does our food come from? Where will globalisation lead us? **Key Vocabulary:** Sustainability, natural resources, globalisation, technology, trade, politics, cultural exchanges, transport, goods and services, Fast fashion, TNC (Trans National Corporations) Employ, brands, operate, diet, carbon emissions, Global inequalities, poverty line, undernourished
Art	**Drawing: Expressing Ideas**		**Craft and design: Photo opportunity**		**Sculpture and 3D: Making memories**	**Painting and mixed media: Artist study**

	Pupils will explore the world of street art and murals, learning how artists communicate ideas and make an impact. They will develop drawing skills by using shading, perspective, scale and proportion to create depth and realism. They will also enlarge designs using a grid, make thoughtful choices about materials, and create their own eye-catching graffiti tag that uses space effectively to express their ideas.		Pupils explore photography as a medium to expressing ideas, investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for specific design brief.		Pupils create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	Pupils explore to understand narratives and descriptive language in art, exploring meanings behind paintings, and developing personal interpretations and abstract art pieces based on selected artists.
Design & Technology		**Structures: Playground** Pupils design and create a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use		**Textiles: Waistcoats** Pupils select suitable fabrics, use templates, pinning, decorating and stitching skills to create a waistcoat for a person or purpose of their choice.		**Digital World: Navigating the world** Pupils program a navigation tool to produce a multifunctional device for trekkers. They combine 3D objects to form a complete product in CAD 3D modelling software and present

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		of natural features.				a pitch to 'sell' their product.
At Lynch Hill, Music lessons cover 7 strands: Song/Singing, Kodaly/Pitch, Pulse/Rhythm, Listening, Improvisation, Composition and Performance						
Music	➢ Perform pulse and rhythm ➢ Perform body percussion using a graphic score – on and off beats ➢ Syncopation ➢ Ostinati ➢ Polyrhythms ➢ Songs from Brazil and Nigeria (6 lessons)	West African drumming ➢ perform ostinato and stop signals ➢ Call and response ➢ Cross-rhythms ➢ Plan a performance ➢ Indian classical musical ➢ Tala cycle, Samba (6 lessons)	➢ Use musical vocabulary ➢ Sing with accuracy of pitch, control, expression and dynamics ➢ Sing an octave, ➢ Sing in parts ➢ Notate a melody (range of an octave) Songs: White Cliffs of Dover (5 lessons)	➢ Gamelan – interlocking melodies ➢ Ghanaian call and response ➢ Djembe rhythms – graphic notation/score ➢ Performance (6 lessons)	Syncopation Read, compose and perform (6 lessons)	➢ Appraise different musical features in film music ➢ Understand composing techniques in film music ➢ Use graphic scores to interpret emotions ➢ Compose and notate musical ideas ➢ Play a sequence of musical ideas to convey emotion (5 lessons)
PSHE Jigsaw	**Being Me** Who am I and how do I fit?	**Celebrating Difference** Respect for similarity and difference. Anti-bullying and being unique	**Dreams and Goals** Aspirations, how to achieve goals and understanding the emotions that go with this	**Healthy Me** Being and keeping safe and healthy	**Relationships** Building positive, healthy relationships	**Changing Me** Coping positively with change
RE Discovery	**Islam** **Key question:** What is the best way for a Muslim to show commitment to God?	**Buddhism** **Key question:** What is the best way for a Buddhist to show commitment to their belief?	**Christianity** **Key question:** Is anything ever eternal?	**Christianity** **Key question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth?	**Islam** **Key question:** Does belief in Akhirah (life after death) help Muslim's lead better lives?	**Buddhism** **Key question:** How are Buddhist teachings interpreted by believers?

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Spanish	**Theme**: Clothes in Spanish **Unit Overview:** Children will describe a selection of different items of clothing; designing a bespoke outfit, giving reasons for clothes choices.		**Theme**: School life in Spanish **Unit Overview:** Children will learn the names of school subjects in Spanish; giving opinions about school subjects using Spanish adjectives; constructing their ideal school day timetable and writing a letter to their teacher using the key vocabulary they have learned within the unit.		**Theme:** Household tasks in Spanish **Unit Overview:** Children will learn verbs and understanding how to provide instructions, children describe household uses for robots; inventing an original robot, they describe how everyday household tasks can be performed. **Theme:** Shopping in Spain **Unit Overview:** Children will describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.	
Possible Trips, & Events		A visit from the School Nurse Trip to the local church. Christmas Musical performance	RAF Hendon	Y5&6 Residential trip to PGL Liddington Learning Presentation	Sports Day Summer Trip to Chessington	Transition Talks It's your move, Toxic masculinity, knife crime Lynch Hill Games Y6 Graduation/Music Performance