

Year 6 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aiming High

Culturally Aware

Resilient

Enquiring

Respectful

English, Communication and Languages

As writers, we will:

- Write for a range of purposes and audiences with increasing fluency and legibility.
- Plan, draft, edit and publish pieces of writing, including descriptive pieces, letters, non-chronological reports, recounts and reports.
- Proof-read and assess our own and others' work
- Use a full range of punctuation with increasing accuracy
- Build cohesion between paragraphs in a range of ways.
- Use a variety of sentence structures appropriately to engage the reader.

As readers we will:

- Read, discuss and understand an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks for a range of purposes.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across texts.
- Explore the meaning of words in context and ask questions to improve my understanding and predict what might happen next.
- Identify how language structure and presentation contribute to meaning.
- Distinguish between fact and opinion.
- Discuss how author's use language and the impact on the reader.

As French linguists we will learn:

- The vocabulary for:
 - Planning a holiday to a French-speaking country
 - Holiday accommodation
 - Transport
 - Holiday activities
- The grammar for:
 - The verb aller, in particular On va
 - The immediate future tense

The Arts and Design

As artists, we will:

- Understand what photomontage is and use relevant images, cutting them with confidence and control.
- Use a recording device, and then use editing software to change an image, reflecting an artist's style.
- Translate a photo to a drawn image.

As designers, we will:

- Plan a three-course meal on the principles of a healthy and varied diet.
- Use information on food labels to inform choice.
- Research, plan, prepare and serve a three-course meal.

As musicians, we will:

- Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of the first five notes of the D minor scale.
- Listen to the rhythms provided and provide a rhythmic answer.

Mathematics

As mathematicians, we will learn to:

- Measure and classify angles and calculate angles.
- Know the rules around vertically opposite angles, angles in a triangle, angles in a quadrilateral and angles in polygons in order to calculate missing angles.
- To know the parts of a circle and how to use them to calculate the size of the radius or diameter.
- To draw shapes accurately.
- To use nets of 3D shapes.
- To know how to read and plot points in four quadrants.
- To solve problems with coordinates.
- To translate shapes.
- To reflect shapes.
- To calculate in a variety of themed projects involving problem solving.

Summer Term 2023-2024

Class Text

Mr. Hancock, Mr. Reid,
Mrs. Leydon.



Humanities and Religious Education

As geographers, we will learn about:

- How to carry out an independent fieldwork enquiry.
- Data collection, including what data to collect and how to present that data.

As historians, we will learn about:

- How criminals were punished 800 years ago.
- What the legend of Robin Hood tells us about medieval justice.
- How did crimes and punishments change between 1500 and 1750.
- Why did punishments become so bloody in the 18th century.
- Why did so much change happen in the 19th century.
- How was the way we catch and punish criminals improved in the last century.

As theologians, we will:

- Consider different responses to suffering, including exploring our own views and responses to suffering.
- Acknowledge that many Buddhists accept suffering is a part of everybody's lives.
- Define the word Hukam and Naam and explain how they can be helpful to some Sikhs.
- Share reasons why many Sikhs live good lives despite the belief that God has a plan for them.
- Explain some Shinto beliefs about kami.
- Consider how their learning has developed their own views about suffering.

Physical Health and Well-being

As sports' people, we will:

- Develop the fundamental skills needed for athletics, cricket, rounders and tennis.
- Develop a tactical awareness of rounders tennis and cricket and performance awareness for athletics.
- Work effectively as part of a team to play competitive matches.
- Understand the basic rules of the games.
- Take on a variety of roles.
- Identify own strengths and weaknesses and suggest a method to improve skills.
- Understand the impact of sport on our health and well-being.

As citizen's we will:

- Further explore mental wellbeing, including ways to maintain it and factors that can affect it.
- Learn about self-respect and how social media and other experiences can impact our personal feelings and self-worth.
- Learn that it is common for people to experience mental ill health and that there is help and support available.
- Explore the increase in levels of responsibilities and emotional affects of life as they get older.
- Explore things that can influence how we view ourselves and how close relationships can change as we grow and go through puberty.
- Look back at their time in Year 6, share their hopes and concerns and prepare to move to secondary school.

Science and Technology

As scientists we will learn about:

- Light, including how light appears to travel in straight lines and how other reflection and refraction, occur. They will also look at natural phenomenon, such as rainbows and soap bubbles.
- Electricity, including how to associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in a circuit. They will also use recognised symbols in a simple diagram and construct series circuits.

As computer scientists, we will:

- Develop our knowledge and understanding of using a computer to produce 3D models.
- Plan, develop and evaluate their own 3D model of a building.
- Learn how to use a micro:bit, including programming it and using it for a variety of purposes.