



Year 6 Interim Curriculum Map



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	It's all Greek to Me!!	Loving Life!	Off With Your Head!	Ravishing Russia	Essential Energy!	Welcome, welcome!
English	<p>Poetry: The Wooden Horse (Storytelling) Children examine the way that a poet uses storytelling language in a poetry format. They look at other greek myths and try to write their own version. (Greater depth focus - conscious control of language)</p> <p>Fiction: Pandora's Box (Dilemma Story) Children will be learning about atmosphere and the impact of clause structure in the creation of tension by an author. Additional focus on ambitious language and using topic specific vocabulary. (Greater depth focus - Writing in the style of another author)</p> <p>Topic writing: Creating our own myths.</p> <p>Non-Fiction: Biography of Theseus (Biography). Children will be learning the skills of biographical writing; using the appropriate tone and formal language</p>	<p>Poetry: What am I? (Riddles) Children will be examining a different type of poetry, focusing on using language to create a riddle around a living thing. (Greater depth focus - choosing the appropriate register)</p> <p>Fiction: The Jack O'Lantern Children will be using elements of characterisation and begin to use the 'show not tell' technique to describe characters in their fantasy setting. (Greater depth focus - choosing the appropriate register within speech and character)</p> <p>Topic writing: writing a short description of a setting designed for a new animal.</p> <p>Non-Fiction: Amazing animals (Non-Chronological Report) Children will be focusing their learning on using cohesive devices and how to use</p>	<p>Poetry: The Highwayman (Performance Poetry) Children will examine the themes of this poem and how it compares to other genres of poems. Beginning to perform it aloud and using intonation appropriately. After, they will attempt to create a poem around a Roman Crime. (Greater Depth - carefully selected word choices)</p> <p>Fiction: Sherlock Holmes (Mystery stories) As part of their learning on crime and punishment, children will explore how to use more ambitious language to convey meaning and look at describing character and settings in their work. (Greater depth focus - selecting verb forms for meaning and effect)</p> <p>Topic writing: Character description of a criminal.</p> <p>Non-Fiction: Pesky Pickpockets</p>	<p>Poetry: Daffodils (Traditional Historical Poetry) Children will be exploring the way poetry was written in the earlier periods. Examining and comparing a range of British Romantic poets from the Enlightenment period (Shelley, Blake, Bronte). Examining themes expressed and writing in the style of these poets and updating them to a more modern context. (Greater Depth - writing in the style of/changing the tone through modern interpretation)</p> <p>Fiction: The Frog Princess (Traditional Tales) Children will be exploring different adverbs for how and why things have happened. A clear focus on conjunctions and writing at length with ambitious language and speech. (Greater depth focus - Use of tone in speech to convey character)</p>	<p>Poetry: The Day's Eye (Personification) Children will be looking at the language of personification and how authors use language to create metaphors and similes. Effect of alliteration on the rhythm. (Greater depth focus - Change of tone for personification)</p> <p>Fiction: The Caravan (Warning story) Children will explore how to use suspense techniques to engage their reader and make the warnings of a story more prominent. They will engage with creating a more fluent writing structure, using cohesive devices appropriately. (Greater depth focus: Writing the warning story from two different viewpoints)</p> <p>Topic writing: Writing a playscript for a TV ad about being safe.</p> <p>Non-Fiction: Instructional writing Children will be looking at the features of</p>	<p>Poetry: Lament by John Skelton (Local author) As part of their study of the local area, children will be looking at John Skelton as a famous author from this area and writing a poem about Norwich as a place for sanctuary. (Greater Depth - carefully selected word choices)</p> <p>Fiction: The Arrival by Shaun Tan (Finding Story) Looking at the picture book closely and using it write character descriptions and then creating our own story about finding something and what we would do. (Greater depth - To be able to change tone and formality within writing)</p> <p>Topic writing: Story writing set in Norwich based on a visit from an unusual character.</p> <p>Non-Fiction: Should the man have been treated that way? (Discussion texts) Children will be looking</p>



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	<p>required. (Greater depth focus - Change in tone and audience consideration).</p> <p>Topic writing: Writing an autobiography of us as greek heroes.</p>	<p>layout specifically. (Greater depth focus - using punctuation precisely to convey meanings)</p> <p>Topic writing: Report on their made up creature.</p>	<p>(Newspapers) In this unit, children will look at the tone and use of passive verbs in newspapers. They will look at formal language and using quotations in their work.</p> <p>(Greater depth focus - To be able to use the correct grammatical structures for a newspaper and show change in formality through quotations)</p> <p>Topic writing: Recounts of an event.</p>	<p>Topic writing: Writing a story about a trip to Russia.</p> <p>Non-Fiction: Balanced Argument Children will learn the process of writing detailed, informed instructions and how to use a range of different devices to help support the reader. Imperative verbs, clause structure and using subjunctives correctly will also be covered.</p> <p>Topic writing: Writing non-chronological report an aspect Russian geography.</p>	<p>persuasive writing and how to use tone correctly in formal writing.</p> <p>(Greater depth focus: Writing letters from a range of different people that show how language portrays characters and viewpoints)</p> <p>Topic writing: Balanced argument about nonrenewable and renewable sources of energy.</p>	<p>at how to debate and orate their ideas around the topic of immigration and refugees. After that they will use this to write discussion texts. (Greater depth focus - Focus on writing from different perspectives and using grammar to emphasise this)</p> <p>Topic writing: Promoting and encouraging people to visit Stranger's hall.</p>
<p>Spellings, Punctuation and Grammar</p>	<p>Spelling: Children will be following the spelling patterns allocated from Year 5/6 spelling list.</p> <p>Punctuation: Focus for this half term will be on parentheses (commas, dashes and brackets).</p> <p>Grammar: Children will learn about noun, adjectival and prepositional phrases. Learning how to use them and how to identify them. They will learn how to be able to identify the different word classes.</p>	<p>Spelling: Children will be following the spelling patterns allocated from Year 5/6 spelling list.</p> <p>Punctuation: Focus for this half term will be using semi-colons, colons and hyphens correctly. Also begin to look at the correct punctuation for inverted commas.</p> <p>Grammar: Children will learn about the different types of conjunctions (subordinating and coordinating) and how to use them and identify them. Learning the different noun types.</p>	<p>Spelling: Children will be revising different spelling rules from previous years based upon areas for development shown in assessments.</p> <p>Punctuation: Revision of all types.</p> <p>Grammar: Revision based upon assessment data.</p>	<p>Spelling: Children will be revising different spelling rules from previous years based upon areas for development shown in assessments.</p> <p>Punctuation: Using hyphens accurately and developing their ability to choose their punctuation that they have been taught for effect. Learning how to spot errors.</p> <p>Grammar: Coverage of modal verbs, subject and object of a sentence as well as antonyms and synonyms. Revision of</p>	<p>Spelling: Children will be revising different spelling rules from previous years based upon areas for development shown in assessments.</p> <p>Punctuation: Using clause structures accurately in their writing to convey meaning. Ensuring accurate use of apostrophes for possession and contractions. Correct use of colons in playscripts</p> <p>Grammar: Children will learn about the ellipsis and formal and informal language</p>	<p>Spelling: Ambitious vocabulary and word families.</p> <p>Punctuation: Children will learn how to craft their writing more accurately by being selective about the type of punctuation they use. Learning how to use layout devices more appropriately.</p> <p>Grammar: Revision of all grammar taught across the key stage.</p>



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				different tense forms.	uses. They will continue to explore the different tense types. Learning about the use of standard english.	
Reading	<p>Children will start the year developing and improving their inference skills through reading a range of short extracts.</p> <p>They will also consolidate their ability to retrieve information and to look at the meaning of words.</p>	<p>Children will continue to explore and understand a broad range of vocabulary and how they can use syntax clues to work out the meaning of unfamiliar words.</p> <p>They will learn how to identify the theme of texts and how to summarise paragraphs.</p>	<p>Revision Unit</p> <p>Poetry - language study and how to understand the meaning and impact upon the reader.</p> <p>Non-fiction - Consolidating how to distinguish between fact and opinion and how structure and presentation are typical of certain text types and their meaning.</p> <p>Fiction - Study will be based on the assessment data and areas these have identified as an area of development.</p>		<p>Through exploring a range of different texts (modern and traditional) children will learn how to justify their opinions and thoughts and give well reasoned answers to questions. They will explore how language contributes to the meaning of the text and consider why authors have used the language they have.</p>	<p>Children will develop their ability to read aloud and to explore a far greater range of interesting authors that will influence and extend their vocabulary and enjoyment of reading.</p>
Maths	<p>White Rose Hub: <u>Place Value</u> Through a reasoning based approach children will be consolidating their ability to; compare and order numbers, read and write numbers up to 10,000,000 in numerals and words and know the place values of these numbers. They will round numbers to nearest 10,000,000. Understand and use negative numbers in context and with problem solving contexts. They will also identify common multiples,</p>	<p>White Rose Hub <u>Fractions, Decimals and Percentages</u> Children will be taught to use common factors to simplify fractions. They will compare and order fractions, as well as learning to add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. They will multiply simple pairs of proper fractions, writing the</p>	<p>Revision Unit Targeted sessions based on assessment data and areas of improvement</p>	<p>White Rose Hub <u>Fractions, Decimals and Percentages</u> Children will be taught to solve problems involving the calculation of percentages. They will look at how to find percentages of amounts and shapes. Children will carry out all four operations using fractions and mixed numbers. They will convert between fractions, decimals and percentages and will then be able to order them or find missing amounts. <u>Four Operations</u></p>	<p>White Rose Hub <u>Place Value</u> Learning how to identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp. Recapping of ordering decimals. <u>Angles</u> Children will learn about the different angles in 2D shapes and how to find missing angles using this knowledge. They will draw and</p>	<p>Summer Project Theme Park building! Children will use the range of mathematic skills developed over KS2 to create and make a theme park. Looking at profit and loss, area and perimeter, pricing, budgeting etc.</p>



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	<p>factors and prime numbers.</p> <p><u>Four Operations</u> Children will learn how to use written and mental methods appropriately for all of the four operations with number with upto 5 digits. They will use this knowledge to solve multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>They will use their knowledge of the order of operations to carry out calculations involving the four operations (BODMAS).</p> <p>Greater Depth - Developed through reasoning problems.</p>	<p>answer in its simplest form. Learn to divide proper fractions by whole numbers. Recall and use equivalences between simple fractions, decimals and percentages. Solve problems involving the calculation of percentages and the use of percentages for comparison.</p> <p><u>Area, Volume & Perimeter</u> Exploring how to find area of a range of shapes such as triangles and compound shapes. Learn about the volume of 3D shapes.</p> <p>Greater Depth - Developed through reasoning problems.</p>		<p>Continued work on fluency with written and mental strategies. Children will tackle complex reasoning problems to prepare for SATs.</p> <p><u>Revision</u> A unit dedicated to revision of any areas shown as a needed from assessments.</p> <p>Greater Depth - Developed through reasoning problems.</p>	<p>classify a range of angles. They will be taught rules for angles on straight lines, opposites and how to estimate effectively.</p> <p><u>Algebra</u> During this unit, children will generate and describe linear sequences, express missing number problems algebraically and solve equations with two unknown quantities.</p> <p><u>Four Operations</u> Development and further confidence in mental and written strategies and being able to apply these skills accurately to a range of reasoning problems.</p> <p><u>Ratio</u> Solve and understand problems using ratio and use ratio to scale up and down.</p> <p><u>Geometry</u> Children will learn about the properties of circles, including radius and diameter. They will also learn to</p>	
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					classify and explore the properties of 2D and 3D shapes. Greater Depth - Developed through reasoning problems.	
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Science	<p style="text-align: center;">Light</p> <p>Through learning about the Greek mathematician Euclid, children will explore the concept of Light. They will learn about how light travels and how light reaches and interacts with the eye.</p> <p>Working scientifically focus:</p> <p>Children will learn to plan an enquiry and control the variables, if necessary. They will learn to take accurate measurements using different equipment and will be taught to record data in different ways. They will consider scientific evidence in debates.</p> <p style="color: blue;">Cross-Curricular Learning: Maths - graphs, tables and measuring using a range of units. Art - Drawing of light reflections and how to draw shadows. Community/Outdoor Learning: Visiting different environments to look how light reaches certain parts and how the shadows are working.</p>	<p style="text-align: center;">Living things and their habitats</p> <p>By learning about the work of Carl Linnaeus the children will learn about classification and how to use classification keys and systems to identify unfamiliar animals and plants. They will learn about microorganisms and where to find them.</p> <p>Working scientifically focus:</p> <p>The focus for scientific skills will be on discussions and using a range of ways to classify information. They will make observations about the habitats and animals and plants found in our local area. They will make their own decisions about questions to investigate. They will learn to report their findings in a presentation.</p> <p style="color: blue;">Cross-Curricular Learning: Computing - Presentations on their classifications. Using flowol to generate a chart. Writing/History - Explanation of Carl Linnaeus' work. Community/Outdoor Learning:</p>	<p style="text-align: center;">Working Scientifically</p> <p>As part of this unit, children will conduct, plan and record their own investigations to develop and consolidate a range of science skills needed for enquiry. They will plan out science investigations designed for KS1 to explore a range of different concepts.</p> <p style="color: blue;">Cross-Curricular Learning: Maths - graphs, tables and measuring using a range of units. PSHE - Teamwork and empathy skills. Learning about how others would learn and how to encourage and support.</p> <p style="color: red;">School links: Working with the KS1 classes to develop their scientific enquiry skills. Community/Outdoor Learning: Parent involvement for science experiments made by the children. A sharing afternoon of what they have been upto.</p>	<p style="text-align: center;">Evolution and Inheritance</p> <p>In this unit, Children will be taught how to consider and evaluate the evidence for evolution and by looking at case studies conducted by Charles Darwin and by Mary Anning they will learn about changes over time and how fossils provide information. They will also be taught how offspring are a variation of their parents and the what inheritance means.</p> <p>Working scientifically focus:</p> <p>Children will develop their research and presentation skills through this unit. They will engage in a scientific debate and broaden their understanding of how to use scientific evidence to support their arguments.</p> <p style="color: blue;">Cross-Curricular Learning: Computing - Presentations on the evidence for evolution. Using computers to research effectively. Writing/History - Biography of Charles</p>	<p style="text-align: center;">Electricity</p> <p>Through exploration children will find out about how voltage affects circuits and their components. They will give reasoned answers for their thinking about how circuit components are affected by more or less components. As part of this they will draw accurate circuit diagrams using the symbols correctly.</p> <p>Working scientifically focus:</p> <p>Children will apply their knowledge of circuits to making a concentration game. They will use a range of scientific equipment with accuracy and precision and using their test results to predict and plan further comparative tests. Children will learn how to draw complex scientific diagrams with labels. Children will develop their ability to articulate the causal relationships they find in their results.</p> <p style="color: blue;">Cross-Curricular Learning: Geography - Where does energy come from? How does it</p>	<p style="text-align: center;">Animals including humans (with SRE)</p> <p>Children will be taught to identify and name the circulatory system and describe its functions. They will learn to recognise changes made by diet, exercise etc. They will also learn about the transportation of nutrients and water in animals including humans. As part of SRE, children will learn about changes to the human body.</p> <p>Working scientifically focus:</p> <p>Through working on this unit, children will be consolidating all of the skills required to pursue an enquiry and will use a range of techniques to explain and articulate their conclusions on a concept or investigation. They will use scientific evidence to back up their arguments with increasing confidence.</p> <p style="color: blue;">Cross-Curricular Learning: Computing/Maths - Recording of results using different software programmes. Writing/History - Explanation text about</p>
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		<p>Local area walks to different habitats and what we can find there.</p> <p>School links: Research and promotion of the school as a habitat for wildlife.</p>		<p>Darwin Art - Fossil drawings and labelling.</p> <p>Community/Outdoor Learning: Visit to Thorpe Marshes to look at the evolution of birds in that area.</p>	<p>reach our homes? Research into nonrenewable and renewable sources.</p> <p>History - Learning about the discover of voltage. DT - Making their own concentration games using a circuit with a buzzer.</p> <p>Community/Outdoor Learning: Visit to Swaffham windmill to see how it works to generate energy.</p> <p>School links: Eco Council development - going for green campaign. Whole day switch off of electric.</p>	<p>inheritance.</p> <p>PSHE - Where do I come from? Family history study.</p> <p>Classification keys for School links: the wildlife in our school made and used around the outside areas. Spotting keys for trees and birds that can be seen.</p> <p>Community/Outdoor Learning: Visit to the local areas and talks with community project leaders to help generate promotion of our local areas.</p>
History	<p>It's All Greek to Me! Children will learn about this ancient civilisation and explore how they influenced the modern world.</p> <p>Through exploration and consideration of ancient Greek artefacts, the children will begin to understand the importance of sources and what they tell us about the past.</p> <p>They will understand the terms AD and BC and how we record history over a significant period of time.</p>		<p>Crime and Punishment! This unit will teach children how to compare and contrast changes in Crime and Punishment over a significant period of time. It will deepen children's understanding of the timeline of British History. They will look into how and why these changes occurred and what was the overriding factor in the changes. They will look closely at similarities and why they still exist today.</p>		<p>Essential Energy! Children will develop and understand how electricity was developed and its impact on the modern world. They will understand how its development shaped our world and was significant turning point in British History.</p>	<p>Strangers! As part of their study in local history children will learn about Norwich as a place of Sanctuary and how immigration was vital for the development of the city. They will look at how Norwich changed over time with the different influx of different cultures. They will also learn about the history of Stranger's Hall.</p>



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Geography		<p>Loving Life! This unit will give children the opportunity to extend and improve their Geography field work skills such as; using maps accurately to locate a place of interest, use a compass to record habitat locations in relation to position of place of interest, be able to use a range of symbols and keys to build their knowledge of the UK. They will measure, observe record and present the findings of the physical features in the local area using a range of different presentation techniques.</p>		<p>Russia In this unit children will be focusing on location knowledge. They will use different maps to locate different countries and their human and physical characteristics. They will consolidate knowledge of the 7 continents and the meaning of longitude, hemisphere, Equator, the tropics and latitude in relation to position and significance. They will explore the change in time zones around the world. This unit will include a comparison element between Russia and the UK. They will create topographic maps.</p>	<p>Essential Energy! Children will describe and understand the human geography of energy and how it distributed and made. They will create and plan out a new settlement based on the key geographical features that are needed. They will learn how land is used and the importance of natural resources to where places are built up. They will consider the physical features of a settlement and how they differ around the world. They will consider environmental issues regarding nonrenewable and renewable energy sources. <i>Community/Outdoor Learning: Visit to UEA to look at their sustainability initiatives. School links: Eco Council development - going for green campaign. Whole day switch off of electric.</i></p>	<p>Strangers! As part of the local history study they will look at the key geographical features of the local area and how it has developed. They will compare and contrast different maps.</p>
Computing	E-Safety Managing Online Information and	E-Safety Online Reputation and Online Bullying	E-Safety Self-image and Identity	E-Safety Copyright and Ownership	E-Safety Privacy and Security As part of this unit, the	E-Safety Online Relationships In this unit, the Year 6s



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	<p>well-being online Children will be taught how to identify, flag and report inappropriate content. As well as this, they will learn to use search engines effectively and how to evaluate digital content for opinions and facts. They will understand how content on the internet is regulated for age appropriateness and the reasons behind these age restrictions. They will learn to use technology healthily through regular breaks and understand the importance of limiting tech time.</p> <p>Scratch Maze Building Through a greek themed approach the children will create a maze game using scratch. They will learn how to design, write and debug programs that accomplish specific goals including controlling or simulating physical systems.</p>	<p>As part of Anti-Bullying week, children will also explore the concept of online bullying. They will be taught how to capture online bullying for evidence and who to share it with. They will learn about all the people who will help them and how to spot and identify online bullying. As well as this, they will learn what actually constitutes online bullying. Children will be given knowledge on 'online reputations' and about the impact of their developing digital footprint. A focus will be put on positive online presence.</p> <p><i>Whole school focus - Anti-Bullying week</i></p> <p>Amazing Animation As part of our English unit on Fantasy stories we will be using Alice as an animation programme to create our own fantasy animation. They will learn to sequence and use repetition in programs correctly. They will use logical reasoning to explain how simple algorithms work, detecting and correcting errors.</p>	<p>In this unit, the Year 6s will be taught to understand the impact of the media on gender ideals and the importance of being critical of these views. They will also learn that it is ok to discuss issues that makes them feel sad, worried, uncomfortable etc. They will learn the importance of always asking for help and know where to find it.</p> <p><i>Cross-curricular focus - SRE</i></p> <p>Supreme Software Due to our enterprise project with this unit, Children will be designing and make an app for their business. They will learn about the Data Protection Act and how to keep personal information safe. They will also learn to select, use and combine a variety of software on a range of digital devices to create a system or program to accomplish a design goal.</p>	<p>Children will learn about the importance of copyright and how they can search effectively for online content that can be reused by others. They will learn to acknowledge the authors of other content in their work.</p> <p>Supreme Software Due to our enterprise project with this unit, Children will be designing and make an app for their business. They will learn about the Data Protection Act and how to keep personal information safe. They will also learn to select, use and combine a variety of software on a range of digital devices to create a system or program to accomplish a design goal.</p>	<p>Year 6s will be taught about the importance of using different passwords for different online services, how to choose an effective password, what to do if a password is lost or stolen, explore app permissions and privacy settings and how to ensure they are protected online.</p> <p>Powerpoint Presentation Children will create complex presentations using a range of devices effectively.</p>	<p>will be taught to understand their responsibilities for the wellbeing of others in an online social group, to explain how impulsive and rash communications can cause problems and how to avoid doing this, learn how to help others who are having difficulties online and to demonstrate ways of reporting problems online for themselves and their friends.</p> <p><i>Cross-curricular focus - SRE</i></p> <p>Supreme Software Presenting Information Children will create and design a website for their theme park development as part of the maths project. Children will learn about HTML coding and how to use it to adapt a current website. They will then use Mozilla Thimble tool to create their own webpage learning key codes needed to generate images, films and text.</p>
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<p style="text-align: center;">PSHE</p>	<p>Being Me in My World This unit will explore the concepts of; setting goals, how to make people feel valued, issues of global citizenship and their impact upon the world, understanding the role of education in their lives and how to successfully make the most of it, the idea that they are all responsible as a team for the learning in the classroom and how as a group we all have a responsibility to ensure we are not affecting someone else's learning and lastly being able to develop their own learning charter for the classroom.</p>	<p>Celebrating Difference This unit will explore the concepts of; perceptions of what is normal and how to empathise with others, understand disability, understanding and knowledge of bullying and how to conquer it and celebrating differences in other people. <i>Whole school focus - Anti-Bullying week</i></p>	<p>Relationships This unit will explore the concepts of; identity and important relationships to them, how to cope with love and loss, understand the problems of power and control in relationships and how to be safe with technology. <i>Cross-curricular focus - Computing through learning about online safety and SRE through exploring relationships.</i></p>	<p>Healthy Me This unit will explore the concepts of; healthy eating, the way drugs affect the body and their dangers, evaluate the misuse of alcohol, emergency first aid, emotional and mental health care for themselves and others and how they can manage stress. <i>Cross-curricular focus - Science through learning about the impact of drugs, alcohol and diet on the human body.</i></p>	<p>Dreams and Goals This unit will explore the concepts of; setting personal learning goals and reviewing those from the start of the year, learning about steps to success and how to set their own success criteria, identifying problems in the world and how to they can talk about them, how to make a difference in the world through small steps of help and recognising the achievements they have made in relation to their steps for success. <i>Cross-curricular focus - Geography through learning about Eco footprints and setting up of eco council to help analyse our impact on the world.</i></p>	<p>Changing Me (SRE unit) This unit will explore the concepts of; self and body image, puberty, girl/boy talk around discussions of changes, babies and conception, attraction and transition to high school.</p>
<p style="text-align: center;">RE</p>	<p>Year 6 will be following the LPC units for RE.</p>					
<p style="text-align: center;">Art and Design</p>	<p>Sculpture/Sketching As part of our Greek topic children will improve their mastery of sculpture through creating and designing their own Greek Vase. They will also learn to sketch using charcoal in their sketchbooks and how to record their observations accurately and review them for</p>				<p>Eco Art! Children will look at a range of different artists who have been influenced by the natural world. They will then recreate and develop their own styles. They will look at the architecture that has been impacted upon by the local environment. <i>Cross-curricular focus -</i></p>	<p>Drawing in the style of Shaun Tan Children will use the images from Shaun Tan's book 'Arrival' to draw in his style and create their own picture book.</p>



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	<p style="text-align: center;">better details. Cross-curricular focus - Greek Topic</p>				<p style="text-align: center;">Essential Energy Topic Community/Outdoor Learning: Visit to local area to look at eco art.</p>	
<p style="text-align: center;">Design and Technology</p>		<p style="text-align: center;">Christmas Fair Through a thorough exploration of the design, make and evaluate structure children will create items to sell at the Christmas Fair. <i>Whole school focus - Art and DT Week</i> Community/Outdoor Learning: Christmas Fair open to the local community.</p>		<p style="text-align: center;">You're Hired! Through an enterprise project, children will work together to set up a business creating Russian inspired fabric souvenirs. They will develop skills needed to run a business and consider all of the important processes of a design to manufacture process. They will conduct questionnaires, analyse results, design and evaluate, make mock-ups and consider final product marketing and packaging. Cross-curricular focus - Ravishing Russia Maths - profit and loss budgeting and statistics analysis and generation. Computing - Presenting and making websites for their products. Community/Outdoor Learning: Visit to local tourist office of Norwich to see how it runs and visit from local business to help them set up their own.</p>	<p style="text-align: center;">Concentration games! Children will be using their understanding of the electrical systems in products to create a concentration game which also applies their knowledge of circuits. Cross-curricular focus - Essential Energy Topic</p>	<p style="text-align: center;">Welcome Buffet! Children will design and make a range of dishes that would be served at a welcome meal for those visiting Norwich. Community/Outdoor Learning: Buffet served to the local community. Vegetables to be grown in school and used for the buffet. Cross-curricular focus - Welcome, Welcome topic. Maths - Cost of the ingredients and how to use fractions to share. Science - Healthy eating PSHE - Welcoming and getting to know others.</p>



Year 6 Interim Curriculum Map



<p>Languages</p>	<p>Recap and Revision: Children will revise previously learnt content including; greetings, in school, birthdays, months, numbers and common nouns.</p> <p>Conversations Children will use prior learning to engage in short conversations with each other. They will learn how to write these conversations in a comic strip form.</p>	<p>My Weekend Children will learn how to talk and discuss the activities they like to do with their friends. They will learn how to say and write sentences in the past and present tense.</p>	<p>Jobs Children will learn the names and places of work and will be able to say what jobs they would do and be able to have a short conversation about what they want to do and why.</p>	<p>My Family Children will learn to talk, read and write about the different household tasks. They will learn to discuss their family routines and talk about their family confidently.</p>	<p>In France! Children will learn about French cities and tourist attractions to contrast with our learning about Russia. They will learn about French Food and cook using a simple French recipe.</p> <p><i>Cross-curricular focus - Ravishing Russia</i> <i>Geography - Comparing and contrasting two localities.</i> <i>Community/Outdoor Learning:</i> <i>France Topic Day open to parents and carers.</i></p>	<p>Setting goals! Children will write about their future self and what they hope to achieve over the next few years.</p>
<p>Music</p>	<p>I'll Be There In greater depth and with confidence children will listen and recognise styles, find the pulse, recognise instruments, discuss all dimensions of music They will explore the link between sound and symbol and continue to learn about working in a group/band/ensemble to create their own responses to melodies and rhythms. Through composition teaching they will learn to record their work in some way and perform/share to each other and an audience. They will develop their</p>	<p>Classroom Jazz This unit looks at the key skills of improvisation using Jazz as an example of music blending well and responding to the musical choices of others. They will further hone their skills for listening and appraising through listening to Jazz and commentating and reflecting on its impact. This unit will see them explore the history of Jazz as musical form and some famous musicians of the time. The unit will end with children composing and performing their own</p>	<p>You've Got A Friend This unit looks at the work of Carole King's music and her life as a composer. It further develops their ability to compose and perform a piece of music using a range of instruments. They will continue to play games to develop their understanding of pitch, pulse, beat and rhythm. They will learn about musical notes and the different key changes.</p>	<p>Happy All the learning in this unit is focused around one song: Happy, a pop song by Pharrell Williams. Through the use of games children will deepen their listening and appraising skills. They will become more confident with their singing and performing to an audience with it.</p>	<p>A New Year Carol This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives the class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Britten100.org and Fridayafternoonsmusic.co.uk.</p>	<p>Reflect, Rewind and Replay This is a revision and celebration unit that encompasses all the skills they have learnt and allows them to choose and perform their favourite pieces in a musical showcase. <i>Community/Outdoor Learning:</i> <i>Musical showcase to parents and carers.</i></p>



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	skills to discuss/improve their work.	jazz inspired pieces as a group or ensemble.				
PE	Basketball	Tag Rugby	Dance	Gymnastics	Strike and Field Games	Athletics
Trips/Visitors	Toga Party and Greek Feast	Trip to Eaton Park and UEA lakes.	Visit to Castle Dungeons.	Visit from local businesses	Trip to Swaffham wind turbine and visit to UEA buildings.	Visit to Strangers' Hall