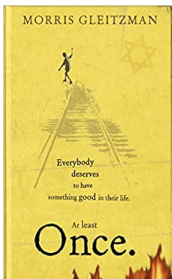
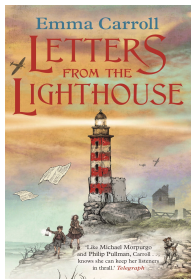
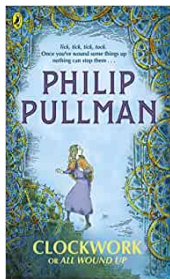

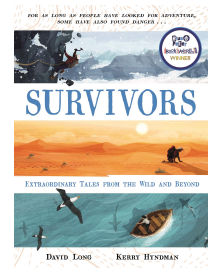



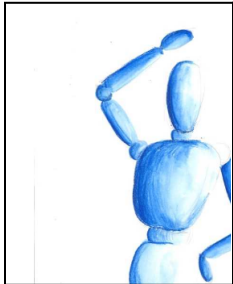




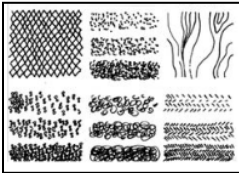

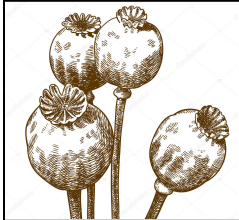
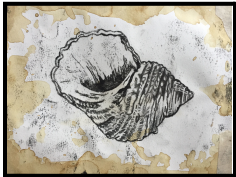



St. Michael's Middle School

Year 6 Curriculum Map*



| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maths | Place value Addition and subtraction | Multiplication and division Fractions Decimals | Measurements Word problems Percentages | Ratios Algebra Area & perimeter Volume | Geometry Position and movement Graphs and averages Negative numbers | Further problem solving and reasoning. |
| English |  <p><i>Once</i> Morris Gleitzman</p> <p><u>Writing:</u> Historical flashback A different historical viewpoint</p> <p><u>Poetry:</u> 'From a Railway Carriage' Robert Louis Stevenson</p> |  <p><i>Letters from the Lighthouse</i> Emma Carroll</p> <p><u>Writing:</u> Formal missing person's report Parallel diary entries Informal persuasive letter Book review</p> |  <p><i>Clockwork</i> Phillip Pullman</p> <p><u>Writing:</u> Diary Class debate and formal persuasive letter / speech Narrative: fantasy suspense</p> <p><u>Poetry:</u> 'Macavity: The Mystery Cat' T.S. Elliot</p> |  <p><i>Viking Boy</i> Tony Bradman</p> <p><u>Writing:</u> Kenning Character description Non-chronological report Formal recount Short story</p> | <p>SATS preparation</p> <p><u>Writing:</u> Modern retelling Fantasy narrative</p> |  <p><i>Survivors: 1</i> David Long and Kerry Hyndman</p> <p><u>Writing:</u> Formal diary / log Interview with a survivor Safety pamphlet Information text -</p> |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science | Living things in their Habitats | Electricity Sustainability - Renewable Energy | Light Sustainability - Light pollution | The Circulatory system Diet, drugs and lifestyle | Variation Adaptations | Fossils |
| Art | <p>People in Action – Drawing and painting, using body language to show movement and emotion.</p> <ul style="list-style-type: none"> Keith Haring   | <p>Sculpture - Use of wire armatures and layering of materials to reconstruct a 3D figure.</p> <ul style="list-style-type: none"> Giacometti  | <p>Insects - Observational drawing. Proportion, accuracy, fine detail.</p>  <ul style="list-style-type: none"> Abby Diamond  | <p>Clay tiles - Drawing investigation. Translation of a 2D image to a 3D sculpture.</p>  | <p>Natural form, - Drawing - texture, tone, weight of line, perspective, depth and tone.</p>    | <p>Printing - Natural form continued, using positive and negative shapes within printmaking - combining a variety of media.</p>  <ul style="list-style-type: none"> Angie Lewin  |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------|-------------|-------------|
| Computer Science | Scratch | Networks | Lego Spike | Spreadsheets | Web Design | Flowcharts |
| Product Design (Termly Cycle) | <p>Kidmonster- design and make a plastic prototype monster model with a working flashing LED circuit. To be sold on Kidmonster website. (hypothetical)</p> <p>Develop ideas and designs within the design specification.</p> <p>Design a model that can be freestanding and uses 3d parts to accessorize. Use templates to finalize your ideas.</p> <p>Materials - Understanding Plastics- origins, sustainability- true cost.</p> <p>Plan a circuit with flashing LED lights and a switch into the monster model.</p> <p>Learn about basic electronics, components and systems. How to draw circuit symbols and how electricity is produced. Use a soldering iron to build a conductive circuit, test it and assemble into the model.</p> <p>Design the graphical element- a Blister package to put the model into. Evaluate all work.</p> | | | | | |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Textiles Design (Termly Cycle) | <p>Endangered Species Doorstop</p> <p>Design development and samples.</p> <p>Tools and processes- hand stitches, applique, facings, joining, finishing and fillings.</p> <p>Testing and evaluation.</p> | | | | | |
| Food and Nutrition (Termly Cycle) | <p>*Part of DT 12-week rotation cycle*</p> <p>Recap hygiene and safety.</p> <p>The Eat Well guide and nutrition.</p> <p>Reading food labels.</p> <p>Adapting recipes.</p> <p>Recipes: Cheese straws, pizza swirls, apple crumble, ragu sauce, breakfast muffins, pasta salad, marble cake, toad in the hole</p> | | | | | |
| Textiles (Termly Cycle) | <p>Part of DT 12-week rotational cycle</p> <p>Designing and sewing Hand Puppets.</p> <p>Design a puppet that can be used for entertainment for ages 3-100. Develop and label design ideas with reference to the Design specification.</p> <p>Recap on Health and Safety and use of sewing machines.</p> <p>Revise how puppets use skills learnt in Year 5 and perfect tacking suitable for small products.</p> <p>Create a Step by Step plan of the making process and evaluate the term's work.</p> | | | | | |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| French | <p>Revisit the importance of language learning</p> <p>High frequency phonemes and graphemes continually revisited and reinforced throughout.</p> <p>Birthdays and age.</p> <p>Alphabet reinforced.</p> <p>Numbers extended to 60.</p> <p>Reinforcement of feminine nouns and adjectival agreement.</p> <p>Verbs initially in command form, adverbs.</p> | <p>-Verbs initially in command form, adverbs.</p> <p>ER verb forms: first second and third person. Forming complex sentences using ER verbs</p> <p>Question form.</p> | <p>Introduction to relative clause “qui”.</p> <p>Stories and songs.</p> <p>Building extended sentences.</p> <p>Bilingual dictionary skills.</p> <p>Dictée skills.</p> <p>Negative formation</p> <p>Plurals and plural adjective agreement.</p> | <p>Introduction to body parts and the definite article (le/la/les).</p> <p>items of clothing</p> <p>Avoir- first, second and third person.</p> <p>Stories and songs.</p> | <p>Creation of monster story boards , using adjectives, agreements, adverbs, plurals and negatives.</p> <p>Stories and songs.</p> | <p>Pupil narration and performance skills.</p> <p>Use of intonation in question formation.</p> <p>Introduction to telling the time - on the hour and half past.</p> <p>Stories and songs.</p> |
| Humanities | Scandinavia | Vikings | WW2 & UK | WW2 & UK | Extreme Earth | Local study |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Music | <u>Ukulele 2</u> Continue developing Ukulele playing skills with an increased chord bank. This scheme of work focuses mostly on playing and securing ukulele as a usable instrument in further schemes of work. | <u>Film Music</u> Composing music for film and developing keyboard technique using Albertti Bass | <u>Riffs</u> _Children learn how to play some famous riffs on the keyboards. They then create their own composition, combining the riffs in different ways_ | <u>Minimalism</u> Exploring minimalistic music through various pieces and developing keyboard skills further with ‘Tubular Bells’. | <u>Hip Hop</u> Children learn the Drum beat, Bass line and Chords to a basic Hip Hop backing and perform as a band complete with rapping. | <u>Samba</u> Children learn cultural relevance, basic technique and play as part of a large ensemble |
| PE | <i>Games – Football (6 weeks) & Netball (6 weeks) Attacking & Defending in small sided games</i> Gymnastics (6 weeks) Moving into & out of balance Health Related Fitness (3 weeks) Warming up & Cooling down Swimming (6 weeks) Front crawl & backstroke development Orienteering (3 weeks) Orientation & thumbing of map Cross Country (3 weeks) Maintaining stamina | <i>Games – Football (6 weeks) & Netball (6 weeks) Attacking & Defending in small sided games</i> Gymnastics (6 weeks) Moving into & out of balance Health Related Fitness (3 weeks) Warming up & Cooling down Swimming (6 weeks) Front crawl & backstroke development Orienteering (3 weeks) Orientation & thumbing of map Cross Country (3 weeks) Maintaining stamina | <i>Games – Rugby (6 weeks) & Hockey (6 weeks) Attacking & Defending in small sided games</i> Dance (6 weeks) Tennis theme Gymnastics (6 weeks) Moving into & out of balance Health Related Fitness (3 weeks) Warming up & Cooling down Swimming (6 weeks) Front crawl & backstroke development Orienteering (3 weeks) Orientation & thumbing of map Cross Country (3 weeks) Maintaining stamina | <i>Games – Rugby (6 weeks) & Hockey (6 weeks) Attacking & Defending in small sided games</i> Dance (6 weeks) Tennis theme Gymnastics (6 weeks) Moving into & out of balance Health Related Fitness (3 weeks) Warming up & Cooling down Swimming (6 weeks) Front crawl & backstroke development Orienteering (3 weeks) Orientation & thumbing of map Cross Country (3 weeks) Maintaining stamina | <i>Games - Cricket & Rounders (6 weeks) Batting, Fielding, Bowling Tennis/Badminton (6 weeks) Principles of attack and defence</i> Athletics (6 weeks) Running, jumping throwing development Swimming (6 weeks) Breast stroke/Water Safety development Dance (6 weeks) Tennis theme | <i>Games - Cricket & Rounders (6 weeks) Batting, Fielding, Bowling Tennis/Badminton (6 weeks) Principles of attack and defence,</i> Athletics (6 weeks) Running, jumping throwing development Swimming (6 weeks) Breast stroke/Water Safety development Dance (6 weeks) Tennis theme |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------|-----------------------|
| PSHE | RSE - Respect | Living in the wider world - Diverse Britain | Health & Wellbeing | | RSE - Relationships | Money Matters |
| RE | Christianity -Was Jesus the Messiah? | Christianity : People of God- does following one God bring freedom and justice? | Judaism - How do Jewish people show commitment? | Islam - What does it mean to be a Muslim? | Religion and Science - Conflicting or complementary? | Review and assessment |
| Textiles (Termly Cycle) | Part of DT 12-week rotational cycle | Designing and sewing Hand Puppets. Design a puppet that can be used for entertainment for ages 3-100. Develop and label design ideas with reference to the Design specification. | Recap on Health and Safety and use of sewing machines. Revise how puppets use skills learnt in Year 5 and perfect tacking suitable for small products. Create a Step by Step plan of the making process and evaluate the term's work. | | | |

*(Please note there may be changes throughout the year to facilitate meeting the children's needs)