



Wood Field Primary School

Year 6 Curriculum Map 2023-24

| Year group | Educational Visits (Off-site) | Educational Visitors (On-site) | Teacher-led Topic days | Residential Visits | Outdoor Learning sessions | Arts & culture | Community & partnership learning | Specialist curriculum day/week |
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| 6 | | | | | | | | RE Science Week Humanities Week Number Day |

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| English | Biography (formal/informal), Balanced Argument (formal), Poem (informal) | Non-chronological Report (formal), Diary Entry (informal/historical vocab), Newspaper Report (Formal), Narrative (informal) | Diary entry (informal), Persuasive letter (formal), Newspaper report (formal) | Setting Description (informal), Diary Entry (informal), Persuasive Letter (formal), Newspaper Report (formal) | Instructions (formal/informal), Non-chronological report (formal), Narrative (informal) | Balanced Argument (formal), Review (informal) |
| Maths | Number: Place Value Number: Addition, Subtraction, Multiplication & Division Number: Fractions Measurement: Converting Units | | Number: Ratio Number: Algebra Number: Decimals Number: Fractions, decimals & percentages Measurement: Perimeter, Area and Volume Statistics | | Geometry: Shape Geometry: Position & Direction Consolidation and preparation for SATs Consolidation, investigations and preparation for KS3 | |
| Science (Kapow) | Classifying big and small Working scientifically | Light and reflection Working scientifically | Evolution and inheritance Working scientifically | Circuits, batteries and switches Working scientifically | Circulation and exercise Working scientifically | (Title TBC) |
| Computing | Shape - basic procedures (Scratch & Code-it) | Shape - nested loop with procedures (Scratch & Code-it) | Shape - nested procedures (Scratch & Code-it) | Game - new crab maze (Scratch & Code-it) | Shape - variables (Scratch & Code-it) | Shape - adaptable procedures (Scratch & Code-it) |
| PE (Real PE & MSSP) | Real PE Unit 1 – Personal Coordination: Ball Skills Agility: | Real PE Unit 2 – Social Dynamic Balance: On a Line Counter Balance: | Real PE Unit 3 – Cognitive Static Balance: Stance Coordination: | Real PE Unit 4 – Creative Static Balance: Seated Static Balance: | Real PE Unit 5 – Applying Physical Dynamic Balance to Agility: | Real PE Unit 6 – Health & Fitness Coordination: |

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| | Reaction/Response | with a Partner | Footwork | Floor Work | Jumping and Landing Static Balance: One Leg | Sending and Receiving Agility: Ball Chasing |
| | MSSP Netball | MSSP Tennis | Real Gym | Real Dance | Athletics | MSSP Cricket |
| History (Kapow) | What does the Census tell us about our local area? | | British History 6: What was the impact of World War II on the people of Britain? | | Unheard histories: Who should go on the banknote? | |
| Geography (Kapow) | | Why does population change? | | Where does our energy come from? | | Can I carry out an independent fieldwork enquiry? |
| Design Technology (Kapow) | Unit 1: Structures: Playgrounds Unit 2: Mechanical systems: Automata toys | | Unit 4: Digital world: Navigating the world | | | Unit 3: Electrical systems: Steady hand game Unit 5: Cooking and nutrition: Come dine with me |
| Art & Design (Kapow) | | Unit 1: Craft and design: Photo opportunity Unit 3: Drawing: Make my voice heard | | Unit 2: Painting and MM: Artist study | Unit 4: Sculpture and 3D: Making memories | |
| RE (Discovery RE) | Religion: Islam Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? | Religion: Christianity Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? | Religion: Christianity Theme: Beliefs and Meaning Key Question: Is anything ever eternal? | Religion: Christianity Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Religion: Islam Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? NB: This enquiry is taught in 2 sections over the term | |
| Music (Charanga) | Unit 1: Happy! (Pop/Neo Soul) – Songs to make us happy | Unit 2: Classroom Jazz 2 (Bacharach and Blues) – Jazz, improvisation and composition | Unit 3: A New Year Carol! (Classical or Urban Gospel) – Benjamin's Britton's music and cover versions | Unit 4: You've Got a Friend! (70's Ballad/Pop) – The music of Carole King | Unit 5: Music and Me! – Creating their own music inspired by your identity and women in the music industry | Unit 6: Reflect, Rewind and Replay (Classical) – The history of music, look back and consolidate your learning, learn some of the language of music. |
| PSHCE & RSE | Family and relationships: | Health and wellbeing: Aspirations, health | Health and wellbeing: Habits and physical health | Safety and the changing body: | Citizenship: Human rights, prejudice and | Economic wellbeing: Attitudes to money, |

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| (Kapow) | Challenging stereotypes and resolving conflict | technology, immunisations | Safety and the changing body: Alcohol, social media | Conception, pregnancy and birth (Parents can withdraw their children from these lessons), First aid and life support | discrimination, valuing diversity and democracy | keeping money safe and career routes Identity: Identity and body image Transition: Dealing with change |
| French | Telling the Time (+ in the morning, in the afternoon, in the evening) My day – what I do every day | My day and time – saying what I do in the mornings, afternoon and evening In my town Buildings/places in my town Where they are – positional language Xmas activities in French | | In my town Song writing about my town Giving an opinion about my town, with reasons Giving and receiving directions | Transport How I travel to school Why I use a certain method of travel, with reasons | Transition to Secondary School Project: Learning the basics (numbers to 10, colours, family members and the weather) in German, Spanish and Italian |