

Cleveland Road Primary School Curriculum Map – Year 6, Autumn Term

	Autumn 1	Autumn 2
TOPIC	<i>Macbeth</i>	
KEY TEXTS	Macbeth – William Shakespeare The Tempest – William Shakespeare Romeo and Juliet – William Shakespeare A range of biographies written about William Shakespeare	
ENGLISH <i>CRC Articles</i> 2, 3, 5, 12, 13, 17, 28	In order to gain an understanding of the era, the children will begin by researching and writing a biography on the legacy of William Shakespeare. As the term progresses, the children will read an adapted version of Macbeth, where they will discuss and debate who was responsible for the murder of King Duncan; write the next chapter of the story and finally demonstrate their understanding of Macbeth by composing their own monologue of Macbeth's final moments.	
MATHS <i>CRC Articles</i> 28, 29, 30	The children will continue to develop their arithmetic, fluency and speed when working with the four different operations, this includes: word problems, fraction, decimals and percentages. As the term progresses, the children will apply their knowledge of the above to ratio & proportion and will encounter problem solving/ reasoning involving algebra and measurement.	
SCIENCE <i>CRC Articles</i> 7, 8, 28, 29	<i>Evolution and inheritance:</i> Children will realise that living things have changed over time and that we are able to learn about the past, using fossils. They will learn that fossils hold key information about the past including about animals that roamed and inhabited the earth millions of years ago. The children will make the link between evolution and the characteristics that these living things have based upon the “theory of evolution” – that animals changed over time to suit their surroundings.	<i>Living things:</i> The children will be able to 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. They will also be able to give reasons for classifying plants and animals based on specific characteristics.
COMPUTING <i>CRC Articles</i> 8, 12, 14, 16, 17, 28, 29, 30, 31, 36	<i>E-Safety</i> The children will look into how to stay safe online focusing specifically on: settings, privacy, friends and money.	<i>Computer Science - Coding</i> The children will use Scratch to code and create a game, after using Espresso Coding and Python to develop their knowledge on coding.

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HISTORY <i>CRC Articles</i> 9, 28, 29	<i>Changes in an aspect of Social History: Entertainment</i> Within this unit, the children will use their previous learning of various eras to identify and explain connections, contrasts and trends within entertainment and the significance of these changes. They will take on the role as historians to question sources and answer an inquiry. Furthermore, they will ensure their work can be corroborated and/or explain why their work may be contradicted by another source.	
GEOGRAPHY <i>CRC Articles</i> 10, 17, 22, 25, 27, 29, 30		<i>Mapping</i> Children will begin to use the 8 points of the compass, four figure grid references and use different maps to build their knowledge of the United Kingdom and the wider world. They will use this knowledge to plan an adventure across the world.
ART <i>CRC Articles</i> 13, 17, 28, 29	<i>Portraits</i> In our art lessons we will be focussing on self-portraits. The children will find out about a range of famous artists and learn how to draw faces using correct proper proportions. Throughout the lesson series the children will create a number of artworks, including a 'split fact' portrait, transient portraits from objects and a Picasso-style face focused on colour. They'll get to grips with shading and the symbolism of portraiture.	
DT <i>CRC Articles</i> 28, 29		<i>Food Technology</i> Following on from our Science unit, students will be learning about healthy food and how to use "good" foods to fuel our bodies. Students will design and create a healthy alternative to traditional Tudor food.

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MUSIC <i>CRC Articles</i> 28, 29	Developing Melodic Phrases <i>How Does Music Bring Us Together?</i>	Understanding Structure and Form <i>How Does Music Connect Us With Our Past?</i>
PE <i>CRC Articles</i> 5, 6, 15, 24, 31	Outdoor PE- Netball Children will focus on the key skills listed below when learning how to play netball. -Co-ordination -Passing and Moving into space -Shooting Indoor PE – Gymnastics Children will focus on the following skills listed below -Combining jumps and shapes with flights -Creating a sequence including patch balance and point balance -Using apparatus safely and effectively	Outdoor PE – Athletics Children will focus on the following skills listed below -Sprinting -Baton Change -Long & Triple Jump -Speed Bounce -Javelin Indoor PE- Dance Children will focus on the following skills listed below -Complex sequence of performance -Direction and Speed -Body shapes and balances -Body strength and flexibility
RE <i>CRC Articles</i> 8, 12, 14, 16, 17, 28, 29, 30, 31, 36	Life and Hardships The children will explore what different religions say when life gets hard and what we learn from them. They will make comparisons, looking at similarities and differences in how different groups of people heal, reflect and overcome challenges.	Vows and Commitments Why do people make vows and commitments to each other? The children will explore how different people and groups of people make vows and commitments to one another and things they do with their lives.
PSHE <i>CRC Articles</i> 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	Being Me in My World This half term the children will learn about individuality, allowing them to celebrate goals, dreams and difference. The PSHE curriculum will continually build throughout the year focusing on our big goal – Being Me in My World.	Celebrating Difference Children will learn about differences within themselves and the community. This unit aims to equip the children with strategies to deal with bullying, power struggles and ways to celebrate differences.

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SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<i>Autumn 1 - Talking about Others</i> In this module children will revise how to introduce themselves but there will be a special focus on introducing others using a variety of conjugated verbs and sophisticated vocabulary and expressions. Children will be able to talk about a picture making hypothesis about the person they can see (where he/she was born, when he/she was born, where he/she lives, how old he/she is...)	<i>Autumn 2 - My School</i> In this unit children will be able to talk and write about their school life. At the end of the unit children will be able to compose an essay where they talk about their classroom, their school's subjects, their timetables and their friends' timetables, their school uniform and their opinion on the school dinners using a great variety of connectives, opinions and reasons.
Safeguarding <i>CRC Articles</i> 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	<i>Conflict and Healthy Relationships</i> Children will learn and discuss strategies that are useful when dealing with conflict and confrontation. Furthermore, the students will discuss what healthy relationships look like through the core English text: Macbeth. We will discuss loyalty, compassion and empathy and build their knowledge on how to display such qualities. Throughout the theme, students will constantly refer back to E-Safety and previous PSHE learning about appropriate relationships on and offline.	