

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

	Autumn 1	Autumn 2
TOPIC	<i>Magic, Lies & Intrigue</i>	
KEY TEXTS	<i>The Invention of Hugo Cabret</i> by Brian Selznick <i>Cogheart</i> by Peter Bunzl <i>Clockwork</i> by Philip Pullman	
ENGLISH <i>CRC Articles</i> 2, 3, 5, 12, 13, 17, 28	Whilst reading <i>The Invention of Hugo Cabret</i>, the children will develop a rich understanding of the main characters: Hugo, Isabelle and the old man, who works at the toy booth. As well as this, they will also develop an awareness of Hugo's day-to-day life, living in the walls of the train station and his routine of winding the clocks. The children will begin to explore the reasons as to why Hugo has to remain inconspicuous but continues to wind the clocks as he always has done, and not just stop. As we delve into the text, the children will explore Hugo's notebook and understand the reasons as to why it may be precious to him. The children will be introduced to a machine and when a disastrous event occurs, they will empathise with Hugo and write their thoughts in response to what has just happened. As they continue through the topic, the children will consider whether stealing is ever right and whether we have the rights to something if it is ours but not in our possession. Further on in the story, the children will be introduced to the first black and white films and will consider what it would have been like to be one of the first people to experience watching something like this – something that nobody had ever seen or experienced before. Towards the end of the book, the children will reflect upon Hugo's character, positioning themselves in his shoes. They will consider how he has changed based upon what he has been through as well as his achievements, what he has learned along the way whilst dealing with a challenging childhood and what his hopes are for the future.	
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.	<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

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	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.	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	E-Safety The children will look into how to stay safe online focusing specifically on: settings, privacy, friends and money.	Computer Science - Coding The children will use Scratch to code and create a game, after using Espresso Coding and Python to develop their knowledge on coding.
HISTORY <i>CRC Articles</i> 9, 28, 29	Changes in an aspect of Social History: Entertainment 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		Mapping 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	Portraits 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	

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	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> Children will investigate a variety of breads from different cultures/regions, then design and make their favourite bread (celebrating different cultural influences of bread on European cuisine).
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	<i>Outdoor PE- Netball</i> Children will focus on the key skills listed below when learning how to play netball. -Co-ordination -Passing and Moving into space -Shooting <i>Indoor PE – Gymnastics</i> 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	<i>Outdoor PE – Athletics</i> Children will focus on the following skills listed below -Sprinting -Baton Change -Long & Triple Jump -Speed Bounce -Javelin <i>Indoor PE- Dance</i> 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	<i>Life and Hardships</i> 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	<i>Vows and Commitments</i> 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.

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	different groups of people heal, reflect and overcome challenges.	
PSHE <i>CRC Articles</i> 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	<i>Being Me in My World</i> 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.	<i>Celebrating Difference</i> 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.
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...) - Revising greetings, months of the year, dates and numbers. - Making hypothesis about how people feel using opinions (Creo que, pienso que, en mi opinión, para mi) - Saying other people's names conjugating the verb "llamarse" (<i>Me llamo, te llamas, se llama, nos llamamos, ...</i>) - Learning big numbers from 100 to 1000. - Learning to say years in Spanish (1984, etc.) - Talking about older people's ages (grandparents, actors, sport people, etc) - Revising where you and others live using opinions (<i>Creo que vive en Paraguay</i>)	<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. - Revising school objects and learning new ones: "Carpeta, grapadora, libro de texto, Tijeras, chinchetas...". Children will create long sentences with adjectives and connectives: "En mi clase hay una grapadora grande y muy bonita." - Giving opinions about school objects: "Creo que/en mi opinión/para mi.... mi clase es grande" - Revising school subjects - Describing the timetable saying what you and others study - Revising uniform items and describing the materials: de lana, de seda, de cuadros, de rayas, etc. - Learning to describe others' uniform conjugating the verb "llevar": Hatif lleva unos pantalones de seda negros. - Giving a variety of opinions about the food in the canteen: "Creo que la comida es asquerosa, deliciosa, sosa, etc."

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	Talking about famous Hispanic people (Lives and birthdays: Frida Kahlo, Márquez, Picasso, etc)	
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.	