

Oasis Academy Don Valley – Curriculum Map KS 2019.20 – Year 6

Year Group Year 6	Half Term 1 8 weeks	Half Term 2 7 weeks	Half Term 3 6 weeks	Half Term 4 5 weeks	Half Term 5 6 weeks	Half Term 6 8 weeks
Whole Academy Theme	So it Begins... Literacy	Time Travelers History	Dreams and Goals P.S.H.E.	Eat Well, Move More Science	Nature and Beyond Art/D.T./Science	The World We Live In Geography
Name of project	So it begins ...	World War 2	Islamic Civilisation	Greece	The River	Polar Regions
'Hook' – first-hand experience	Manchester Museum	Eden Camp	Cartwright Museum	Ancient Greek Day Dissecting A Heart	River Washburn (White water rafting)	Bradford Science Museum
Parental engagement event/session/exhibition	'Bring your adult to school day'	War Dance	Trade Game	Greek Olympic Sport Day	Art Gallery	Police report: press conference
Curious Questions	What is a classification? Why do people classify? What is peer reviewing? Who is Carl Linnaeus?	Why did war happen? Who suffered? What is the difference between 'good' and 'evil' in war?	What have we learned from the past? How can I infer information from an object? What impact does this civilisation have on today?	Who were the Greeks? Why are they important today? How has Greece changed? What impact did they have on the Olympics?	How can art aid writing? Can you tell a story from an image? Why do rivers help tell stories?	Who was Shackleton? Why was his voyage remarkable? What can we learn from his story? How have the polar regions changed today?
PSHE – Jigsaw 9 habits Oasis Ethos	Being me in my world Setting goals and expectations Understand there are rights for all children in the world Understand how behaviour impacts on others	Celebrating difference Being Welcoming Team Work Including everyone Understand disabilities What is 'normal'?	Dreams and goals Likes and dislikes Respecting differences Appreciating positive feedback Knowing how to make the world a better place	Healthy Me Learn about the impact of drugs on the body (science) Using basic emergency aid Acknowledging stress triggers Awareness of mental health	Relationships Who is important in children's lives? Learn to cope with loss Know how to deal with control and feeling empowered	Changing me Knowing how my body changes Understanding how other peoples' bodies change Dealing with change: moving to secondary
Safeguarding	UNICEF Rights of the child. -Having a voice	Normality -Bullying -Living with a disability -Peer pressure online – where to get help (prevent)	-Identifying problems that concern me -Self-esteem	-Hygiene – personal hygiene	Keeping safe and having healthy relationships Forced marriage -Domestic abuse Who to talk to when relationships are not healthy	Choice: what choices do I have with my body? Operations including FGM and plastic surgery
Key Text	There's A Boy in The Girl's Bathroom	Boy in the Striped Pyjamas	Clockwork	Who Let The God's Out!	A River	Shackleton's Journey
English (Reading)	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by predicting what might happen from details stated and implied.					

	Retrieve, record and present information from non-fiction. Provide reasoned justifications for their views.					
English (Writing)	Journal (making notes) Diaries	Letter Setting description	Magazine article Suspense story	Character description Problem in a story	Discussion Persuasion	Non-chronological report Biography
SPaG	Use further prefixes and suffixes and understand the guidance for adding them. How words are related by meaning as synonyms and antonyms. Linking ideas across paragraphs using a wider range of cohesive devices repetition of a word or phrase, grammatical connections	How words are related by meaning as synonyms and antonyms Use of the colon to introduce a list. Punctuation of statements to list information.	Continue to distinguish between homophones and other words which are often confused. Spell some words with 'silent' letters	Use a thesaurus. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
Maths	Number: Place value Number: addition, subtraction multiplication and place value	Number: addition, subtraction multiplication and place value Number: Fractions Geometry: Position and direction	Number: Decimals Number: Percentages Number: algebra	Measurement: converting units Measurement: perimeter, area and volume Number: ratio	Geometry: properties of shape Problem solving	Statistics Graphs
Science	<u>Living Things and their Habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	<u>Evolution</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. <u>Working Scientifically</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<u>Animals including Humans</u> Identify and name the main parts of the human circulatory system and describe the functions of the hearts, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals including humans.	<u>Working Scientifically</u> Use simple models and describe scientific ideas. Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas of arguments.	<u>Light</u> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <u>Working Scientifically</u> Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

						Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests.
<p>Foundation subjects</p> <p>Computing Art Design and technology History Geography Music PE RE</p>	<p>Geography - Spain I can use Ordnance Survey symbols and figure grid references. I can answer questions by using a map.</p> <p>Art Explain why I have used different tools to create art. Explain why I have chosen specific techniques to create my art.</p> <p>PE Use running, jumping, throwing and catching in isolation and in combination</p> <p>Computing <u>Information technology</u> Select, use and combine software on a range of digital devices. Use a range of technology for a specific project.</p> <p><u>Digital literacy</u> Discuss the risks of online use of technology. Identify how to minimise risks.</p> <p>RE What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews?</p>	<p>History – WW2 Place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>Summarise how Britain has had a major influence on the world.</p> <p>PE Perform dances using a range of movement patterns</p> <p>Identify and explain differences, similarities and changes between different periods of history.</p> <p>Identify and explain propaganda.</p> <p>Describe a key event from Britain’s past using a range of evidence from different sources</p> <p>Design Technology Use market research to inform my plans and ideas. Follow and refine my plans. Justify my plans in a convincing way.</p> <p>Computing Design a solution by breaking a problem up.</p>	<p>History – Islamic Civilisation Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>Art Explain the style of my work and how it has been influenced by a famous artist.</p> <p>Over print to create different patterns.</p> <p>PE Develop flexibility, strength, technique, control and balance</p> <p>Music Use a variety of different musical devices in my composition (including melody, rhythms and chords). Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>RE What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</p>	<p>History – Ancient Greece Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <p>Design Technology Show that I consider culture and society in my plans and designs. Show that I can test and evaluate my products. Explain how products should be stored and give reasons.</p> <p>PE Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Computing Use selection in programs. I can work with variables. Explain how an algorithm works. Explore ‘what if’ questions by planning different scenarios for controlled devices.</p>	<p>Geography – Natural Resources (cornerstone) Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features. Name the largest desert in the world and locate desert regions in an atlas.</p> <p>PE Play competitive games (cricket) and apply basic principles suitable for attacking and defending</p> <p>Art Use feedback to make amendments and improvement to my art. Use a range of e-resources to create art.</p> <p>Music Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times have had on people of that time.</p> <p>RE How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<p>Geography - Arctic & Antarctic Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p> <p>Explain how time zones work and calculate time differences around the world.</p> <p>Design Technology Work within a budget.</p> <p>Evaluate my product against clear criteria.</p> <p>PE Rounders - compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Music Sing in harmony confidently and accurately.</p> <p>Perform parts from memory.</p> <p>Take the lead in a performance.</p>

		Recognise that different solutions can exist for the same problem. Use logical reasoning to detect errors in algorithms.				
Festivals and celebrations	<ul style="list-style-type: none"> • International Literacy Day (8 September) • Roald Dahl Day (13 September) • Jeans for Genes (week begins 16 September) • International Day of Peace (21 September) • European Day of Languages (26 September) • Rosh Hashanah (begins 29 September) • Rosh Hashanah (ends 1 October) • Black History Month (begins 1 October) • Walk to School Day (2 October) • World Space Week (begins 4 October) • National Braille Week begins (7 October) • Yom Kippur begins (8 October) • Yom Kippur ends (9 October) • Sukkot begins (13 October) 	<ul style="list-style-type: none"> • Hallowe'en (31 October) • All Saints' Day (1 November) • Guy Fawkes Day (5 November) • World Science Day (10 November) • The Prophet Muhammad's birthday (10 November) • Armistice/Remembrance Day (11 November) • Anti-Bullying Week (begins 11 November) • Birthday of Guru Nanak (12 November) • Road Safety Week (begins 18 November) • Disability History Month (begins 22 November) • St Andrew's Day (30 November) • Advent (begins 1 December) • International Day for the Abolition of Slavery (2 December) • Human Rights Day (10 December) • Jane Austen's birthday (16 December) • Hanukkah (begins 22 December) • Christmas Day (25 December) 	<ul style="list-style-type: none"> • World Religion Day (19 January) • Dr Martin Luther King Jr Day (20 January) • Burns Night (25 January) • Chinese New Year (25 January) • Holocaust Memorial Day (27 January) • LGBT History Month (starts 1 February) • Charles Dickens' birthday (7 February) • Tu B'Shevat (Arbor Day) (10 February) • Darwin Day (12 February) • Valentine's Day (14 February) 	<ul style="list-style-type: none"> • Shrove Tuesday (25 February) • Ash Wednesday (Lent begins) (26 February) • Women's History Month (starts 1 March) • St David's Day (1 March) • World Book Day (5 March) • British Science Week begins (6 March) • International Women's Day (8 March) • Holi Purim 10 March • Pi Day (14 March) • St Patrick's Day (17 March) • World Poetry Day (21 March) • World Water Day (22 March) • Mother's Day (22 March) • Isra and Mi'raj (22 March) • World Autism Awareness Day (2 April) • Palm Sunday (5 April) • World Health Day (7 April) • Passover (begins 8 April) • Maundy Thursday (9 April) • Good Friday (10 April) • Easter Sunday (12 April) • Easter Monday (13 April) 	<ul style="list-style-type: none"> • Yom HaShoah (21 April) • Earth Day (22 April) • Stephen Lawrence Day (22 April) • St George's Day (23 April) • Shakespeare's birthday (23 April) • Ramadan begins (24 April) • May Day (1 May) • World Press Freedom Day (3 May) • Bike to School Day (6 May) • International Day against Homophobia, Transphobia, and Biphobia (17 May) • Ramadan (ends 23 May) • Eid ul-Fitr begins (24 May) 	<ul style="list-style-type: none"> • World Environment Day (5 June) • Anniversary of D-Day (6 June) • World Oceans Day (8 June) • Millicent Garrett Fawcett's birthday (11 June) • World Refugee Day (20 June) • Father's Day (21 June) • Windrush Day (22 June)
Whole Academy events	<p>Parent talks</p> <p>Parents evening</p>	<p>Christmas Production</p> <p>Theatre visit</p> <p>Christmas Dinner</p> <p>Road safety Week</p>	<p>Chinese new year</p> <p>Parents evening</p>	<p>Mother's day dinner</p> <p>World Book day</p> <p>Sports relief</p>	<p>St Georges day</p> <p>Sheffield Book awards</p>	<p>Sheffield Book awards continued</p> <p>Father's day dinner</p> <p>Summer celebration -TBC</p> <p>Sports day</p>

