

Year 6 Curriculum Map – Summer 1

What does it mean to live in a third world country?

Geography - Driver

- Know the names of and locate some of the world's deserts
- Can I understand how biomes are being damaged around the world?
- Can I understand what affects a biosystem?
- Know why are industrial areas and ports are important
- Know main human and physical differences between developed and third world countries • Compare our local area with cities from Russia exploring how land use has changed over time?

Computing

iApp unit 1 – Computer Science

Lesson 1: iMobile • To understand the value of mobile technology and its future development Lesson 2:

iExplore • To explore event-driven programming using a text-based programming language

Lesson 3: iPaint • To understand the importance of decomposition (breaking a problem into smaller parts and solve one part at a time) • To understand that variables contain values

Lesson 4: iTap • To use algorithms to develop a solution to a problem • To translate algorithms into code • To use abstraction and functions in programs Lesson 5: iPlan • To understand that apps are computer programs that are developed according to a plan

Lesson 6: iDevelop • To develop an app according to a plan

Music

- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction and outro is, and its purpose.
- Sing expressively, with attention to dynamics and articulation.
- Lead a singing rehearsal.
- Recognise how notes are grouped when notated.
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E_b major, D minor and F minor.
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
- Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) • G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)
- Collect feedback from the audience and reflect how the audience believed in the performance.

PSHE

Knowledge

- Know that it is important to take care of their own mental health
- Know ways that they can take care of their own mental health
- Know the stages of grief and that there are different types of loss that cause people to grieve
- Know that sometimes people can try to gain power or control them
- Know some of the dangers of being 'online'
- Know how to use technology safely and positively to communicate with their friends and family

Social and Emotional Skills

- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem
- Recognise when they are feeling grief and have strategies to manage them
- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
- Can resist pressure to do something online that might hurt themselves or others
- Can take responsibility for their own safety and well-being

PE

- demonstrate stamina and increase strength
- agree and explain rules to others
- work as a team and communicate a plan lead others in a game situation when the need arises
- combine own work with that of others sequences to specific timings
- develop sequences in a specific style choose own music and style
- plan a route and a series of clues for someone else
- plan with others, taking account of safety and danger
- know which sports they are good at and find out how to improve further
- I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity

RE

Emerging:

- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).
- Give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation (A3).

Expected:

- Express ideas about how and why religion can help believers when times are hard, giving examples (B2).
- Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).
- Explain some similarities and differences between beliefs about life after death (B2).
- Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

Exceeding:

- Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).
- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

Art

- use market research to inform plans and ideas.
- follow and refine original plans • justify planning in a convincing way
- show that culture and society is considered in plans and designs

MFL

- Name the six key periods of ancient Britain in French.
- Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French.
- Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.