

# Forest Lodge Academy Curriculum Map LTP Year 6 ● ● ●

	Autumn			Spring		Summer	
Theme	Explorers	Evolution and Inheritance	Horror/Crime and Punishment	Harry Potter	World War 2	Recycling/Save the World	Electricity
Time allocation	6 weeks	4 weeks	4 weeks (then Xmas)	5 weeks 4 days	6 weeks	5 weeks	5 weeks (1 week Enterprise week)
Class Visit/ Visitor	Explorer visit	n/a	Oakham Castle trip? Courts of justice? Leicester prison? Or someone visit e.g. local policeman (PSHE objectives)	N/A	World War II workshop	Eon programme Local visit Reaching out week	n/a All as part fo Enterprise Week Careers fair?
'Hook / Wow'	Mapping lesson on field to discover topic	Blubber experiment  Darwin Day	Hold a crime day e.g. fingerprints, witness line-ups etc	Harry Potter day	Visit from 'Arry WWII Day	Earth Day celebration	
End of theme celebration	Trip to Western Park to be explorers		Hold a mock trial	Escape room Film	Science week Investigation	Eco bricks	
Book Study	Shackleton's journey Ice Trap Wonder Garden Class text: Wonder/Explorer/Boy at the back of the classroom	Pig Heart Boy	Executioner's daughter	Philosopher's stone Fantastic beasts	Extracts e.g. flesh & blood Goodnight Mr Tom Adolphus Tibs etc		Transition work based on 'can you see me now?'
Speaking and Listening	I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. I ask questions to develop ideas and take account of others' views. I explain ideas and opinions giving reasons and evidence. I take an active part in discussions and can take on different roles.			<ul style="list-style-type: none"> <li>I listen to, and consider the opinions of, others in discussions.</li> <li>I make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>I sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>I express possibilities using hypothetical and speculative language.</li> </ul>		<ul style="list-style-type: none"> <li>I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.</li> <li>I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li> <li>I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</li> </ul>	
Reading	Introduce VIPERS Reading with fluency Decoding vocab Gist and summarise Retell			Vipers Vocab recap Inference of characters/atmosphere Using evidence from the text P.E.E Questions	Vipers Deducing P.E.E questions Being precise in written answers	P.E.E questions SATs revision using all skills on a range of texts/extracts	Reading for pleasure Understanding a text Having an opinion of a text
Writing	Description of biome Letter of application Diary/message in a bottle	Science report – finches Non-chron Diary/letter	Argument/discussion Instructions Persuasive Horror story	Descriptive paragraph Narrative – Harry Potter task Explanation text – non chronological report	Newspaper Report Science Report Letter/diary entry	Persuasive letter Setting description- nice and negative Tin forest for GDS?	Instructions for game Explanation text Narrative
Spelling (from Spelling Shed)	Year 5 recap (ious) /i/ spelt y (11, 12) prefixes e.g. over, dis (13, 18) suffixes e.g. ful ably, ible, ibly, ence (14, 25-28) endings /shul/ (22, 23)			ou/ow(16) er/ar/or (29) ph (19) soft c (17) acc (24)	Challenge words Previous yr 6 spelling words	words which can be nouns and verbs (15) words with unstressed vowel sounds (21) words to describe settings, character and feelings (31-33)	Consolidate learning of words and spelling patterns an how to spellcheck.
Handwriting	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters			Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters		Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	

Maths	Place Value Addition, Subtraction, Multiplication and Division (arithmetic focus) Fractions			Fractions (arithmetic focus) Decimals Percentages Equivalence Algebra Ratio Measure Working backwards/reasoning logically	Area Volume Properties of Shape SATs revision	Shape consolidation Data handling Calculator skills Problem solving and investigation	
Science	Living things and their habitats Describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences, including plants, animals and micro-organisms  Give reasons for classifying plants and animals based in specific characteristics	Evolution and inheritance – recognise that living things have changed over time and that fossils provide information that living things that lived 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.	Animals including humans – identifying and name main parts of the human circulatory system and describe the functions of the heart, 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	Light sources 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	n/a	Associate brightness of a lamp and volume of a buzzer with the number and voltage of cells used in a circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off position of switches] Use recognised symbols when representing simple circuits in a diagram <b>RSE- this year</b> Describe the changes as humans develop to old age Describe life cycle of human and sexual reproduction in humans	
Computing	Using and presenting on a range of devices. Generating effective questions to use with search engines. –complete search and ranking activities in staff share E safety - I discuss the risks of online use of technology. , I identify how to minimise risks Fake news is discussed via PSHE			Use sequence, selection and repetition in programs; work with variables and various forms of input and output	Use a variety of software on a range of digital devices to accomplish a goal- ppt/excel/word in science week.	E-safety Use a variety of software on a range of digital devices to accomplish a goal- ppt/excel/word in science week- pollution levels	Design an electronic game using makey makey.  E-Safety via RSE
History	<b>To be able to record knowledge and understanding in a variety of ways using dates and key terms appropriately.</b> <b>To analyse a range of sources to discover evidence about the past.</b> <b>To use key historical terms in structured informed written response or descriptions-</b> diary/letter written in English as well as a discussion piece. <b>Show understanding of some similarities and differences between different periods-</b> Compare two periods of polar exploration <b>Begin to offer explanations about why people in the past acted the way they did.</b>		<b>Consolidate skills from Autumn 1-</b> Crime and punishment – how changed over time	How WWII started. The Blitz Blackouts Evacuee Life <b>Understand that the past can be represented and interpreted in different ways-</b> Propaganda <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</b> World War 2. Europe before World War 2, reasons for war, Propaganda and evacuees. How was World War 2 significant in our British History? <b>Study a local history study:</b> Why was Braunstone Park significant in World War 2? How did WW2 affect Leicester?	n/a	n/a	
Geography	Atlas skills Map skills e.g. symbols, 6 figure grid references Accurately collecting info Human and physical features Climate and time zones			Name and locate key countries and cities related to WW2 Use an index of an atlas and 6-figure grids references to locate capital cities of the world (WW2, could look at major cities of the war and why were they important?)	Locate biomes and vegetation belts on a world map, also identify relevant continents, countries and cities		

	Identify deserts on maps				Local Study – look at human and physical geography around New Parks. Use map skills to follow a route around the city. Use graphs to display data Compare Leicester/UK with Singapore	
PSHE/SMSC	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns to recognise and care about others' feelings and try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the universal declaration on the rights of the child. That these universal rights are there to protect everyone and have priority over national law and family and community practices.</p>	<p>What is meant by mental health and how to stay mentally healthy.</p> <p>To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.</p> <p>What is meant by the British value individual liberty and how we can achieve individual liberty.</p> <p>What is meant by the term habit can be hard to change.</p> <p>Differentiate between the terms risk, danger and hazard.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Strategies for keeping physically and emotionally safe including road safety and safety in the environment.</p> <p>To recognise what is meant by the term 'extremism' and 'radicalisation', following the government prevention strategy.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. To understand personal boundaries.</p> <p>To research, discuss and debate topical issues.</p> <p>To understand democracy.</p> <p>To realise consequences of anti-social behaviour.</p>	<p>See SMSC overview map in relation to coverage for PHSE, Routes to Resilience, Mental Health and Well-Being, Anti-Bullying and safeguarding.</p> <p>British Values – Mutual respect.</p> <p><u>Jigsaw unit: Dreams and Goals</u></p> <p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>compliments</p>	<p>See SMSC overview map in relation to coverage for PHSE, Routes to Resilience, Mental Health and Well-Being, Anti-Bullying and safeguarding.</p> <p>British Values – Mutual respect.</p> <p><u>Jigsaw unit: Healthy Me</u></p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing Stress</p>	<p>See SMSC overview map in relation to coverage for PHSE, Routes to Resilience, Mental Health and Well-Being, Anti-Bullying and safeguarding.</p> <p>British Values – Democracy and the Rule of Law</p> <p><u>Jigsaw unit: Relationships</u></p> <p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and Loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>	<p>See SMSC overview map in relation to coverage for PHSE, Routes to Resilience, Mental Health and Well-Being, Anti-Bullying and safeguarding.</p> <p>British Values – Democracy and the Rule of Law</p> <p><u>Jigsaw unit: Changing me</u></p> <p>Self-Image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>
RE	How does a Christian follow Jesus?		How do we find our way through the moral maze? What does it mean to be a Muslim?		What does it mean to be a Muslim? What happens when we die?	
Music	Analyse features in music Compare and contrast composers Manipulate sounds using audio effects for a purpose		Maintain a strong sense of pulse and recognize when going out of time. Evaluate how the venue,	Evaluate wartime music-impact, where recorded and purpose, link to propaganda	Sing in harmony Musical notation of chords Create music understanding contrasting pitch Using different instruments	

				occasion and purpose affects the way a piece of music was created (Harry Potter Trailer).		
Art & DT	<p><b>Art</b>  Aboriginal art <b>print</b>  <u>Artist Link:</u> Kenojuak Ashevak  Improve quality of sketchbooks with mixed media and annotations  Select own images as starting points  Use 3 variants of graded pencils with reasons of choosing each  Develop observations, different viewpoints and abstract representations  Develop ideas confidently using suitable materials confidently  Develop proportion  Develop qualities of cross hatching, sidestrokes and use of rubber to highlight  Build on previous work by exploring intensity of colour and mood  Develop limited palettes  Mark make with paint (dashes, blocks, strokes, points)  Use complimentary and opposing colours</p>	<p><b>DT</b>  Food – pasta  Know about the availability and impact of locally produced v imported food  Know that different foods contain different substances - nutrients, water and fibre - that are needed for health  Know that a recipe can be adapted a by adding or substituting one or more ingredients  Work out ratios in recipes  Use a heat source appropriately  Measure accurately  Carry out research, using surveys, interviews, questionnaires and web-based resources  Consider the views of others, including intended users, to improve their work  Make design decisions, taking account of constraints such as time, resources and cost</p>		<p><b>DT</b>  Mechanical Systems  <u>Pulleys, gears or cams – linked to Harry Potter</u>  Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make  Understand how cams, pulleys and gears create movement  Understand how to use learning from science and maths to help design and make products that work  Know that materials have both functional properties and aesthetic qualities  Carry out research, using surveys, interviews, questionnaires and web-based resources  Use a wider range of materials and components, including mechanical components  Make design decisions, taking account of constraints such as time, resources and cost  Recognise when their products have to fulfil conflicting requirements</p>	<p><b>Art</b>  <b>Buildings Textiles/ Collage</b>  skills within a diorama  <u>Artist Link:</u> Sir John Anderson (Draftsman) Look at draft designs  Improve quality of sketchbook with mixed media work and annotations  Select own images and starting points for work  Use up to 3 variants of graded pencils  Select and develop ideas confidently, using suitable materials confidently  Investigate proportions  Use a range of mediums on a range of backgrounds  Introduce acrylic paint  Mark make with paint (dashes, blocks of colour, strokes, points)  Develop watercolor techniques</p>	<p><b>Art</b>  <u>Landscape -</u>  Junk modelling <b>sculpture</b>  <u>Artist Link:</u> Chris Jordan (environmental artist)  Improve quality of sketchbooks with mixed media and annotations  Select own images as starting points  Use 3 variants of graded pencils with reasons of choosing each  Develop observations, different viewpoints and abstract representations  Select and develop ideas confidently, using suitable materials confidently  Investigate proportions  Use a range of mediums on a range of backgrounds  Introduce acrylic paint  Mark make with paint (dashes, blocks of colour, strokes, points)    <b>DT</b>  Textiles  Reusable bag with CAD  Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are  Know that a 3D textiles product can be made from a combination of fabric shapes of steps  Demonstrate resourcefulness, e.g. make refinements    Carry out research, using surveys, interviews, questionnaires and web-based resources  Explain their choice of materials and components according to functional</p>

						properties and aesthetic qualities Make design decisions, taking account of constraints such as time, resources and cost Know that materials have both functional properties and aesthetic qualities Use techniques that involve a number Recognise when their products have to fulfil conflicting requirements	
PE	<b>Jo-</b> Invasion games  <b>Teacher-</b> OAA (linked to explorers)	<b>Jo-</b> Sports hall athletics  <b>Teacher-</b> Dance (Thriller linked to horror)	<b>Jo-</b> gymnastics  <b>Teacher-</b> invasion games (Quidditch linked to HP)	<b>Jo-</b> net and wall games  <b>Teacher-</b> Invasion games (Hockey)	<b>Jo-</b> striking and fielding  <b>Teacher-</b> striking and fielding (rounders)	<b>Jo-</b> outdoor athletics  <b>Teacher-</b> net and wall (tennis)	