

Forest Lodge Academy Curriculum Map LTP Year 6

| | Autumn | | | Spring | | Summer | |
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| Theme | Explorers | Evolution and Inheritance | Horror/Crime and Punishment | Harry Potter | World War 2 | The future of the planet is in our hands- recycling | Electricity |
| Time allocation | 6 weeks | 4 weeks | 4 weeks (then Xmas) | 5 weeks 4 days | 6 weeks | 5 weeks | 5 weeks (1 week Enterprise/ reaching out 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 ou/Enterpriset week | All as part of Reaching ou/Enterpriset week Careers fair |
| ‘Hook / Wow’ | Mapping lesson on field to discover topic | Blubber experiment | Hold a mock trial | Harry Potter day | Visit from ‘Arry WWII Day | | |
| End of theme celebration | Trip to Western Park to be explorers | | | Film | Science week Investigation Holocaust memorial day | Art & Design Project | |
| Book Study | Shackleton’s Lukeurney Ice Trap Wonder Garden | Wonder | | Philosopher’s stone | Lion Above the Door | Tin Forest | 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">I listen to, and consider the opinions of, others in discussions.I make contributions to discussions, evaluating others’ ideas and respond to them.I sustain and argue a point of view in a debate, using the formal language of persuasion.I express possibilities using hypothetical and speculative language. | | <ul style="list-style-type: none">I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. | |
| 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 x2 Diary about exploration of a biome | Non-chronological report – formal informal | Horror story – Snow White/Francis Newsreport | Character description Narrative – Harry Potter task x2 | Newspaper Report Diary entry – evacuees History double page spread | Persuasive letter - Graffiti Tin forest Suspense for GDS | Character description |
| Spelling (from Spelling Shed) | Recap of previous Key Stage 2 spellings | Year 6 spelling patterns – Spelling Shed programme | | Year 6 spelling patterns – Spelling Shed programme | Challenge words- Previous yr 5/6 spellings (3/4 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 Lukein specific letters | | | Choosing which shape of a letter to use when given choices and deciding whether or not to Lukein specific letters | | Choosing which shape of a letter to use when given choices and deciding whether or not to Lukein specific letters. | |

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| Maths | Place Value Addition, Subtraction, Multiplication and Division (arithmetic focus) Fractions | | | Fractions (arithmetic focus) Decimals Percentages Equivalence Algebra Ratio Measure Working backwards/reasoning logically Draw pie chart linked to Potter | Area Volume Properties of Shape SATs revision | Shape consolidation Data handling Calculator skills Problem solving and investigation Consolidate line graphs- |
| 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 on specific characteristics Read pie charts- fauna/flora in a biome – statistics (maths) | 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 Read and interpret and draw line graphs- heart rate, water consumption Draw pie charts (link to maths statistics) | 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 RSE- this year 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 can discuss the risks of online use of technology, I can identify how to minimise risks Fake news is discussed via RSHE | | | Use sequence, selection and repetition in programs; work with variables and various forms of input and output E- Safety | Use a variety of software on a range of digital devices to accomplish a goal- ppt/excel/word in science week. E- Safety | E-safety Use a variety of software on a range of digital devices to accomplish a goal- ppt/excel/word in science week Design an electronic game using makey makey. E-Safety via RSHE |
| History | To be able to record knowledge and understanding in a variety of ways using dates and key terms appropriately. To analyse a range of sources to discover evidence about the past. To use key historical terms in structured informed written response or descriptions- diary/letter written in English as well as a discussion piece. Show understanding of some similarities and differences between different periods- Compare two periods of polar exploration Begin to offer explanations about why people in the past acted the way they did. Black History month | | Consolidate skills from Autumn 1- Crime and punishment – how changed over time | How was World War 2 significant in our British History? Europe before World War 2 Reasons for war – How WWII started, Winston Churchill & Adolf Hitler The Blitz Blackouts Evacuee Life Medicine used to treat injured soldiers and civilians Understand that the past can be represented and interpreted in different ways-Propaganda Study a local history study: How did WWII affect Leicester? Why was Braunstone Park significant in World War 2? How did WW2 affect Leicester? | | n/a |
| Geography | Atlas skills Map skills e.g. symbols, 6 figure grid references Accurately collecting info | | | Name and locate key countries and cities related to WW2 Use an index of an atlas and 6-figure grid 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 |

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| | Human and physical features Climate and time zones 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 another city | |
| RSHE/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, | Create music which demonstrates understanding of contrasting pitches Compare and contrast the impact that different | Sing in harmony Musical notation of chords Create music understanding contrasting pitch Using different instruments | |

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| | | | | <p>occasion and purpose affects the way a piece of music was created (Harry Potter Trailer). Use notation to record sequences of grouped pitches Create music which demonstrates an understanding of different structures</p> | <p>composers, from different times, have had on people of that time - link to propaganda Listen to and evaluate a range of live/recorded music from WWII Manipulate sounds using audio effects</p> | | |
| Art & DT | <p>Art Aboriginal art print <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>DT 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>DT 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>Art Buildings Textiles/ Collage skills within a diorama <u>Artist Link:</u> Sir Lukehn 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>Art <u>Landscape -</u> Junk modelling sculpture <u>Artist Link:</u> Chris Lukerdan (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) DT 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</p> | |

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| | | | | | | Carry out research, using surveys, interviews, questionnaires and web-based resources Explain their choice of materials and components according to functional 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 | Luke -Invasion games (Tag Rugby) Teacher - OAA (linked to explorers) | Luke -Sports hall athletics Teacher - Dance (Thriller linked to horror) | | Luke -Gymnastics Teacher -invasion games (Lacrosse linked to Quidditch) | Luke - Net and wall games (Badmington) Teacher - Invasion games (Netball) | Luke - Striking and Fielding Teacher - Athletics | Luke - Net and Wall (Tennis) Teacher - Athletics |