

Ursuline Catholic Primary School

Year 6 Curriculum Map 2018-19

| | Term 1 | | Term 2 | | Term 3 | |
|-----------|--|---|--|----------------------|---|----------------------|
| | 1 st Half | 2 nd Half | 1 st Half | 2 nd Half | 1 st Half | 2 nd Half |
| RE | <p>Domestic Church FAMILY <u>Loving</u> God's love is unconditional and never ending</p> <p>Other Faith <u>Judaism</u></p> | <p>Baptism/ Confirmation BELONGING <u>Vocation & Commitment</u> The vocation to the priesthood and religious life</p> <p>Advent/ Christmas LOVING <u>Expectations</u> Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus</p> | <p>Local church COMMUNITY <u>Sources</u> The Bible as the story of God's love, told by the People of God</p> <p>Other faith: Islam</p> | | <p>Eucharist RELATING <u>Unity</u> The Eucharist challenges and enables the Christian family to live and grow in communion every day</p> <p>Lent/Easter GIVING <u>Death & New Life</u> The Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life</p> | |

Come & See Liverpool Archdiocesan Aims

Loving

Some children will be able to make links between their beliefs about love, their behaviour and how it affects others and be able to compare their own and other people's ideas about questions of unconditional love. They will be able to make links between the story of the prodigal son and the Christian's belief in God's forgiveness and give reasons for a Christian's love and care. Some children will be able to show how beliefs and values affect our love and care of one another and be able to describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them. They will be able to show understanding of how religious belief in God's unconditional love shapes life and be able to engage with and respond to questions about loving in the light of religious teaching.

Vocation & Commitment

Some children will be able to **make links** to show how feelings and beliefs affect behaviour in relation to commitment. Some children will be able, using a **developing religious vocabulary**, to give reasons for the signs and symbols used in the Sacrament of Holy Orders. Some children will be able to give **reasons** why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life. Some children will be able to **compare** their own and other people's ideas concerning the questions raised about what it means to be committed and why some people are very committed to service of others and to realise that these questions are often difficult to answer. Some children will be able to **show understanding** of how their own and others' commitment to service and care of others are influenced by beliefs and values. Some children will be able to use religious terms to **show understanding** of prayers of consecration and vows made at ordination and profession. Some children will be able to **show understanding** of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.

Sources

Most children will be able to **compare** their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer and **make links** between Scripture and Christian beliefs. They will be able to **give reasons** for when and how Christians use the Bible. Some children will be able to **show how** their own and others' decisions are informed by beliefs and values which may be influenced by what they have read and be able to describe and **show understanding** of the Bible, the beliefs, ideas, feelings and experiences of the Christian and make links between them. They will be able to **show understanding** of how the Bible shapes the lives of Christians and **engage** with the question 'What is God like?' or 'What is Jesus like?' in the light of religious teaching. Some children will be able to **identify and explain** how distinctive religious beliefs are inspired by the Bible and will be able to **identify similarities and differences** between people's responses to the story of God's love for his people because of their beliefs. They will be able to **demonstrate** how the belief that the Bible is the inspired Word of God for his people gives some explanation of the meaning and purpose of human life.

Unity

Most children will be able to **make links** to show how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others and be able to **compare** their own and other people's ideas about questions concerning friendship, which are difficult to answer. They will be able to **make links** between Scripture and the Eucharist and use a **developing religious vocabulary** to give reasons for the action and symbols of the Communion rite. They will be able to give **reasons** why Christians gather together in 'communion' and receive 'Holy Communion'. Some children will be able to **show how** their own and others' decisions about friendships are informed by beliefs and values and be able to **show understanding** of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings. They will be able to **use religious terms** to show an understanding of different aspects of the Eucharist and **show understanding** of how belief in the uniting presence of Jesus Christ in Holy Communion shapes the lives of Christians. Some children will be able to **explain** what beliefs and values inspire and influence them and others about how friendships may be nourished, spoilt and mended and be able to **identify** scripture passages and parts of the Eucharistic Liturgy which **explain** Catholic belief in the presence of Christ in the Eucharist.

Death & New Life

Most children will be able to **make links** to show how feelings and beliefs about loss and death affect their behaviour and that of others and be able to **compare** their own and other people's ideas about questions concerning loss and death, which are difficult to answer. They will be able to **make links** between scripture and belief in the Resurrection of Jesus and be able to use a **developing vocabulary** to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum. Children will be able to give **reasons** for certain actions by believers during Lent.

Some children will be able to **show how** their own and others' decisions concerning the effects of death and loss are informed by beliefs and values and will be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences, connected with Lent, Friday of the Passion of the Lord,

| Science | Living Things & Habitats. | Animals & Humans | Light/Electricity | Evolution & Inheritance |
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| <p>NC Aims</p> | <p>I can classify living things into broad groups according to observable characteristics and based on similarities & differences. I can describe how living things have been classified. I can give reasons for classifying plants and animals in a specific way. Working scientifically I can plan different types of scientific enquiry. I can control variables in an enquiry. I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry. I can read, spell and pronounce scientific vocabulary accurately.</p> | <p>I can identify and name the main parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood. I can discuss the impact of diet, exercise, drugs and life style on health. I can describe the ways in which nutrients and water are transported in animals, including humans. Working scientifically I can plan different types of scientific enquiry. I can record data and results appropriately</p> | <p><u>Light</u> I can explain how light travels. I can explain and demonstrate how we see objects. I can explain why shadows have the same shape as the object that casts them. I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. <u>Electricity</u> I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. I can compare and give reasons for why components work and do not work in a circuit. I can draw circuit diagrams using the correct symbols. Working scientifically I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p> | <p>I can describe how the earth and living things have changed over time. I can explain how fossils can be used to find out about the past. I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). I can explain how animals and plants are adapted to suit their environment. I can link adaptation over time to evolution. I can explain evolution.</p> |

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| <p style="text-align: center;">History</p> | <p>Anne Frank Exhibition</p> | <p>Victorian Childhood</p> | | | <p>A History of Liverpool</p> |
| <p>NC Aims</p> | <p>I can place features of historical events and people from the past societies and periods in a chronological framework. I can summarise the main events from a period of history, explaining the order of events and what happened. I can identify and explain propaganda.</p> | <p>I can place features of historical events and people from the past societies and periods in a chronological framework. I can summarise the main events from a period of history, explaining the order of events and what happened. I can identify and explain differences, similarities and changes between different periods of history. I can describe a key event from Britain's past using a range of evidence from different sources. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> | | | <p>I can place features of historical events and people from the past societies and periods in a chronological framework. I can summarise the main events from a period of history, explaining the order of events and what happened. I can summarise how Britain has had a major influence on the world. I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). I can identify and explain differences, similarities and changes between different periods of history. I can describe a key event from Britain's past using a range of evidence from different sources. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> |

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| Geog | | | Volcanoes, Earthquakes, Natural Disasters | Maps, ordnance survey inc. Latitude & Longitude | Natural resources - Trading and Economics | |
| NC Aims | | | I can describe how volcanoes are created. I can locate and name some of the world's most famous volcanoes. I can describe how earthquakes are created. | I can use Ordnance Survey symbols and 6 figure grid references. I can answer questions by using a map. I can use maps, aerial photographs, plans and e- resources to describe what a locality might be like. I can use 6 grid references I can use 8 points of a compass | I can explain the UK's trade links with other countries. I can explain the UK's trade links with other countries. I can explain trade links between El Salvador and the UK. I can explain the global supply chain. I can explain how trading has changed through history | |
| Relationship & Sex Education | 'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat Dreams of Freedom In Words and Pictures - in association with Amnesty International. | 'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat My Princess Bot by Cheryl Kilodavis | 'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat The Artist Who Painted a Blue Horse by Eric Carle | 'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat The Whisperer by Nick Butterworth | 'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat The Island by Armin Greder | N/A |
| Aims | To recognise my freedom | To promote diversity | To appreciate artistic freedom | To stand up to discrimination | To challenge the causes of racism | |

| PE | Dance and Netball | Gymnastics, Tag Rugby and Outdoor Adventure Games | Rounders and Cricket | Athletics |
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| NC Aims | <p>Dance I can develop sequences in a specific style. I can choose my own music and style.</p> <p>Netball I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate plan. I can lead others in a game situation.</p> | <p>Tag Rugby I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate plan. I can lead others in a game situation.</p> <p><u>Gymnastics</u> I can combine my own work with that of others. I can link sequences to specific timings.</p> <p><u>Outdoor and adventurous</u> I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger.</p> | <p>I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate plan. I can lead others in a game situation.</p> | <p>I can demonstrate stamina.</p> |
| Art | Wildlife Birds | The Seaside | North America | |
| NC Aims | <p>I can draw details carefully I can draw details carefully. I can use my sketchbook. I can print. I can sculpt clay. I can make a 3D model. I can tell you about the artist Brancusi. I can finish a 3D model. I can tell you about the designer Richard Sweeney.</p> | <p>I can draw details carefully I can use my sketchbook. I can draw a shell using colour. I can name some of Alfred Wallis's artwork. I can describe facts about Alfred Wallis's life and work. I can print. I can weave with plastic. I can make a lantern. I can finish a lantern. I can describe facts about Hokusai's life and work. I can name some of Hokusai's artwork.</p> | <p>I can tell you about the artist John Singer Sargent. I can finish a drawing I can make a landscape collage I can tell you about the photographer Ansel Adams. I can tell you about the artist Helen Frankenthaler I can paint an abstract picture. I can build a toy house. I can tell you about the architect Frank Lloyd Wright. I can use my sketchbook. I can tell you about the artist Jean-Michel</p> | |

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| | | | Basquiat I can tell you about the artist Mary Cassatt I can make a 'reading' picture. |
| DT | Programming Adventures | Super Seasonal Cooking | Automata Animals |
| NC Aims | <p>I can program and control floor robots.</p> <p>I can generate and develop ideas through discussion.</p> <p>I can research a range of materials.</p> <p>I can plan an adventure map.</p> <p>I can use appropriate materials based on research.</p> <p>I can monitor a floor robot.</p> <p>I can evaluate a finished product.</p> | <p>I can explain what seasonality means and know when different fruit and vegetables are in season in the UK.</p> <p>I can explain where, when and how a variety of ingredients are reared, caught and processed.</p> <p>I can taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find if we like it.</p> <p>I can explain the importance of protein as a proportion of a healthy, varied diet.</p> <p>I can work as a group to generate, evaluate and refine recipe ideas.</p> <p>I can take feedback and improve my designs.</p> <p>I can explain how to correctly store and handle meat and fish.</p> <p>I can prepare, cook and evaluate a healthy seasonal meal.</p> | <p>I can research ideas about different animals to inform my design.</p> <p>I can explain how simple cam mechanisms work.</p> <p>I can select materials according to their functional properties.</p> <p>I can use research and develop design criteria to inform my design.</p> <p>I can build a framework, accurately using a wider range of tools and equipment.</p> <p>I can evaluate my product.</p> <p>I can understand and use a mechanical system.</p> |
| Music | I'll be there - Charanga | | |
| NC Aims | <p><u>Performing</u></p> <ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? | <p><u>Composing (incl notation)</u></p> <ul style="list-style-type: none"> • Can they use a variety of different musical devices in their compositions with an awareness of timbre and duration? (incl melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? | <p><u>Appraising</u></p> <ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music, using the |

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| | <ul style="list-style-type: none"> • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform with controlled breathing and skilful playing? | <ul style="list-style-type: none"> • Can they use different forms of notation, incl standard notation? • Can they combine groups of beats? | <p>interrelated dimensions of music?</p> <ul style="list-style-type: none"> • Can they compare and contrast the impact that different composers from different times will have had on the people of the time, including use of lyrics? | | |
| Computing | <p>E Safety Coding See also DT Programming Adventures</p> | | | | |
| NC Aims | <p><u>Knowledge and understanding</u></p> <p>I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family. I understand the potential risk of providing personal information online. I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). I understand that some material on the internet is copyrighted and may not be copied or downloaded. I understand that some messages may be malicious and know how to deal with this. I understand that online environments have security settings, which can be altered, to protect the user. I understand the benefits of developing a 'nickname' for online use. I understand that some malicious adults may use various techniques to make contact and elicit personal information. I know that it is unsafe to arrange to meet unknown people online. I know how to report any suspicions. I understand I should not publish other people's pictures or tag them on the internet without permission. I know that content put online is extremely difficult to remove. I know what to do if I discover something malicious or inappropriate.</p> <p><u>Skills</u></p> <p>I follow the school's safer internet rules. I can make safe choices about the use of technology. I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. I can create strong passwords and manage them so that they remain strong. I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. I can competently use the internet as a search tool.</p> | | | | |

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| | <p>I can reference information sources. I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources. I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.</p> | | | | | |
| <p>MFL</p> | <p>Hobbies <i>Que fais-tu?</i></p> | <p>At the weekend <i>Le week-end</i></p> | <p>Weather <i>Les temps</i></p> | <p><i>Ou vas-tu?</i></p> | <p>My house <i>Dans ma chambre</i></p> | <p>Describing my bedroom <i>Le plan de ma maison</i></p> |
| <p>NC Aims</p> | <p><u>Listening and Responding</u></p> <ul style="list-style-type: none"> • Understand longer passages that offer opinions <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Begin to adapt single words and phrases showing an awareness of grammar • Give a short talk including opinions • Take part in conversations to seek and give information • Refer to recount experience or future plans • Be able to give an extended response • Be understood with little or no difficulty <p><u>Reading</u></p> <ul style="list-style-type: none"> • Note main points of a short text • Use context to work out unfamiliar words • Understand opinions of a short text • Show confidence in reading aloud <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write 3-4 simple sentences in a paragraph • Substitute words in phrases • Use knowledge of grammar to enhance/ change meaning <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Give detailed accounts of customs, history, culture of country • Describe some similarities and differences between here and country being studied | | | | | |

Year 6 English

| | Term 1 | | Term 2 | | Term 3 | |
|------------------------|---|--|---|--|--|----------------------|
| | 1 st Half | 2 nd Half | 1 st Half | 2 nd Half | 1 st Half | 2 nd Half |
| Main Text | Eye of the Wolf (Daniel Pennac) | Poetry (Ted Hughes & John Agard) Oliver Twist (Charles Dickens) | Escape from Pompeii (Christina Ballit) The Rabbits (John Marsden & Shaun Tan) | The Lion and Albert (Marriott Edgar) A variety of Fairy Tales | Animalium (Scott and Broom) | TBC |
| Sub Text | | | | | | |
| Genres to cover | Letter writing Interior Monologues Narrative Persuasive writing | Poetry Letter writing Diary entry Formal writing Persuasive writing Narrative Recount Character study Historical narrative | Persuasive speech Instructional writing Narrative | Newspaper report Report Dairy entry Letter | Non chronological report Instructions | |