

Selby Community Primary School Year 6 Curriculum Map

| | Autumn | | Spring | | Summer | |
|------------------------------|---|--|---|---|--|-------------------------------------|
| Literacy-Fiction | The Door Zelda Claw and the rain cat | | The Canal | | Kidnapped Little Vixen Street Bristol Bus Boycott | |
| Literacy-Non-Fiction | Report Explanation | | Instructions Persuasion | | Recount Discussion | |
| Poetry | Shadow Collector | 'WIND-CAT' by Robert Westall | Poems to stretch vocab (Jack Prelutsky) | Canal Spoke Silently or White | The Captured Spy - Heather Ober | The Thought- Fox - Ted Hughes |
| Reading | The Boy in the Striped Pyjamas | | A pocketful of stars | | Wonder | |
| | Voices in the Park | | | | | |
| Maths | Place Value, Addition, Subtraction, Multiplication & Division, Fractions, Position & Direction | | Decimals, Percentages, Algebra, Converting Units, Perimeter, area & Volume, Ratio | | Statistics, Properties of Shape | |
| Science | Electricity Light | | Evolution and inheritance | | Animals incl. humans (Yr 6) All living things and their habitats | |
| History | World War two and its legacy | | | | Benin Empire | |
| Geography | Climate zones & Climate Change | | | | Non-European location- compare & contrast | |
| | Geographical skills and fieldwork | | | | | |
| RE | What matters most to Christians and Humanists? | | | | What would Jesus do? Can we live by the values of Jesus in the 21st Century? | |
| | Rosh Hashanah & Yom Kippur | | Holi | | | |
| PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Languages | U19 Les Portraits U20 Les Cadeaux | | U21 Le Carnival U22 Au Café | | U23 Tour de France U24 Les Destinations | |
| Music | Reading notation & Performance Recorders Introduction | | Recorders & Performance | | Composition (Ipads) & Performance | |
| | Singing & Listening | | | | | |
| PE | Swimming Football (SM) | Swimming Dance (coach) | Dodgeball Gymnastics | Fitness/Skipping Basketball (SM) | Cricket Yoga | Rounders Athletics (SM) |
| Design Technology | Levers and linkages or pneumatic systems – mechanical control Structures Electrical circuits and control (including computer control) | | | | | |
| Art | Focus Artist: Grayson Perry | | | | | |
| | Craft Maker Skills – Large scale group textile piece | | | | | |
| | Printing – Mono or relief/impressed method. | | | | | |
| | Digital Media – Photography | | | | | |
| | Drawing – Effect of light on people from different directions. | | | | | |
| Computing | Computer systems and networks – Communication | Creating media – Web page creation | Programming – Variables in games | Data and information – Spreadsheets | Creating media – 3D Modelling | Programming – Sensing |
| Visits | Canal/River (local), London (further afield) | | | | | |
| Life skill | Crosswords | | | | | |
| Cooking | International Cuisine | | | | | |
| UNICEF articles | 10 & 11 | | 20 & 33 | | 34 & 35 | |
| STEM | Tower Garden | | Greenpower Car | | Careers @ Drax | |

Selby Community Primary School

Year 6 end of year subject expectations

| Subject | Expected Standard | | | | | |
|------------------|--|--|---|--|---|--|
| Science | Create and test a hypothesis Plan an investigation including a fair test and decide how to collect evidence appropriately. | Make relevant observations and take measurements using simple apparatus correctly. Begin to decide when observations and measurements need to be checked, by repeating, to give more reliable data. | Begin to explain anomalous results. Make practical suggestions about how their working methods could be improved. Communicate findings succinctly using scientific terminology. | | | |
| PE | Children demonstrate stamina across all sports. Children can work on their own and in a team being able to make a team and communicate a plan, combining their own work with that of others and take the lead in a game. They can think of rules for games and play to the agreed set of rules. Children can umpire games fairly. Children develop sequences and their own dances, choosing their music and style and respond to feedback. Children can talk about the impact of diet, exercise, drugs and lifestyle on health and plan activities to keep them fit and healthy. | | | | | |
| History | Place features of historical events, people and periods from the past in chronological order. | Begin to understand bias in sources. | Identify and explain differences, similarities and changes in different periods in history. Use appropriate historical vocabulary to communicate. | | | |
| Geography | Use maps to explain how time zones work and compare and contrast different locations of the world in terms of resources, climate, trade, settlements. | Understand different climate zones and understand what climate change is and how it is impacting on the world | Describe how some places are similar and different in relation to human and physical features. | | | |
| RE | Use religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs and lifestyles. Make links between the various religions studied and describe differences within and between them Have an awareness of the religions followed locally, and nationally in the UK. Understand reasons behind rise of extremist groups. | Raise questions about sacredness, identity, values and belonging to a community. Describe what inspires themselves and others. Understand the meaning, and importance, of diversity in our society. | | | | |
| Art | Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. | Craft Maker Skills- Use stories, music, poems as a stimula to create an observational textile art piece. Compare, select and use fabrics to create art piece and embellish work through stitch or glue. Work collaboratively on a large scale Printing- Create printing design by simplifying an initial sketch idea. Develop printing techniques mono or relief/impressed method. Create prints with three or more overlays. Work into prints with a range of media. Eg pens, paints. Digital media- Photography. Use stories, music and poem as a stimuli to create a photograph. Develop own sense of what the focus is on a personal level, how can this be reflected in digital form. Drawing- Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective | Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work | Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Use technical vocabulary and techniques for modifying the qualities of different materials and processes. | | |
| DT | Use research and other criteria to develop products which are fit for purpose. Use annotated sketches, drawing apps or prototypes to explain their ideas. | Effectively use a wide range of tools and finishing techniques to produce a product that is fit for purpose. Products include mechanical and electrical components to provide control, possibly using computers. Awareness of textile finishing techniques. | Evaluate their own product against design criteria. Understand form, function and the work of designers. Evaluate existing products to gain ideas for their own design. | Know that food is grown and reared. To be aware of the influence of the seasons. To be able to prepare and cook a variety of savoury dishes using a heart source. Be aware of a healthy, varied diet. | | |
| Computing | Design a solution by breaking a program up and use logical reasoning to detect errors. Work with variables and explore 'what if' questions by planning scenarios for different devices. Select use and combine software on a range of digital devices. | | | | | |
| Music | Perform with control of the instrument/voice and clarity of rhythm and tone. Further enhance the possibilities offered in creating and combining sounds, through arranging and composing in using iPads and technology to good effect. Compose a song in an ensemble context. Show an understanding of musical history, form and dimensions in written and discursive contexts. Play the ukulele with fluency and rhythmic clarity. | | | | | |
| PSHE | I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. | I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. | I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. | I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. | I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby |
| MFL | Hold a short conversation with at least 4 exchanges. Use knowledge of grammar to speak correctly. Understand a short story or factual text and note the main points. Use the context of written French to work out unfamiliar words. Writing paragraphs of 4-5 sentences. | | | | | |

Selby Community Primary School
Year 6 end of year subject expectations for mastery

| Subject | Mastery Expectations |
|------------------|---|
| Science | Fluent in the use of scientific vocabulary and an awareness of the different approaches to investigation in science. Evaluate investigations carried out and how they could be improved. Understand anomalies in science and be confident in how to collect reliable data. Use scientific knowledge to explain everyday phenomena or solve a problem. |
| PE | Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. They show precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their own and others' work. They modify them in response to changing circumstances and other performers. They take the lead and suggest new ways of working. |
| History | Fluent in the use of historical vocabulary and techniques. Lead discussions and debates. Revise and justify opinions. Learning is transferred and applied into different contexts. Confidently ask and answer questions about history. Know how history has an impact on our lives today locally, nationally and internationally. Understand trends over time and across civilisations. Draw comparisons and make connections between different time periods and their own lives. |
| Geography | Ask appropriate geographical questions to support own investigations. Evaluate sources of information and recognise bias. Analyse human and physical features & make clear links between different places studied. Predict and describe the consequences of human actions on places. Discuss the sustainability of our lives. Begin to reach substantiated conclusions Learning is transferred and applied into different contexts. |
| RE | Begin to describe why people belong to different religions and belief groups or have no religion. Express views on the challenges of belonging to a religion. |
| Art | Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. |
| DT | The pupil can produce detailed annotated sketches to plan their work, listing the order of making. They have been influenced by the work of other designers and by research. They work accurately, safely and with care. They work with a wide range of tools and techniques to make products that are fit for purpose and show attention to detail. They take care with the appearance of their product. They can evaluate their product and can propose how it could be improved. |
| Computing | Can clearly explain how programs work and why they may contain errors. Understands how to interrogate technology safely and minimise risks. |
| Music | All the skills mentioned previously are displayed with increasing frequency and consistency, with little guidance aside from the content of the work: in essence, children are able to begin to make independent decisions about how to further and increase their own musicality through practice and dedication to the task through an increasing understanding of the way music works. |
| PSHE | To communicate the expectations both orally and in writing. |
| MFL | Fluent in the use of taught grammatical techniques. Justify opinions when asked in a conversation. Language learning is transferred and applied into different contexts. Confidently ask and answer a variety of questions in French. Appreciates the diversity of other cultures. Writes phrases from memory and adapts these to create new sentences through word / phrase substitution. |

Year 6 Subject Vocabulary

| | | | | | | | | | | | | |
|------------------|---|--|----------------------------|---|---|---|---|---|---|---------------------------------|---|--|
| PE | stamina | | formation | | | umpire | | | wellbeing | | | |
| | intensity | | aesthetic | | | rebound | | | tread (water) | | | |
| | collaboration | | initiative | | | double-marking | | | sculling | | | |
| Science | micro-organism | | artery | | | inheritance | | | cell | | | |
| | classification key | | vein | | | evolution | | | voltage | | | |
| | circulatory system | | (de)oxygenated | | | fossil | | | current | | | |
| History | controversy | | reign | | | causation | | | continuity | | | |
| | bias | | influence | | | decolonisation | | | Nuclear era | | | |
| | Cold war | | legacy | | | era | | | hypothesising | | | |
| | Superpowers | | Windrush generation | | | United Nations | | | Communism | | | |
| | Oba of Benin | | | | | | | | | | | |
| Geography | climate | | vegetation belt | | | temperate | | | time zone | | | |
| | climate zone | | arid | | | grassland | | | Prime/Greenwich Meridian | | | |
| | climate change | | tropical | | | desert | | | trade | | | |
| | biome | | tundra | | | rainforest | | | impact | | | |
| RE | Humanism | | integrity | | | personal responsibility | | | reciprocity | | | |
| | atheism | | ethical | | | morality | | | agnostic | | | |
| | Mihrab | | Minaret | | | Salat | | | Surah of the Holy Qur'an | | | |
| | al faitihah (opening) | | immigration | | | refugees | | | repression | | | |
| Art | Describe colour explicitly | | tonal values | | | positive + negative imagery | | | harmony | | | |
| | stylisation | | lino/ lino cutting | | | incised | | | refine techniques | | | |
| DT | criteria | | electronic | | | end-user | | | control | | | |
| | improvement | | drive belt | | | specification | | | gear ratio | | | |
| | design brief | | nutrition | | | connector block | | | modification | | | |
| Computing | variables | | vlookup | | | hlookup | | | logical reasoning | | | |
| | scenarios | | interrogate | | | conditional formatting | | | | | | |
| Music | cross-rhythms | | Symphony | | | Opera | | | | | | |
| | treble & bass – in context of EQ/mixing | | Concerto | | | structure – song (verse/chorus) | | | | | | |
| PSHE | adolescence | | habit | | | budget | | | employability skills | | | |
| | nutritional needs | | stereotypes | | | reflect | | | ambition | | | |
| MFL | The monster has... | Does he/she have..? | present I am asking for... | She likes it's too expensive it's cheap The price | Which animal is it? Who lives here? on the farm | in the sea OK? / Not OK? ferocious strong shy | What did you eat? What did you drink? Sorry, can you repeat that? | because it is... sweet salty greasy I drank... I ate... | Welcome to Paris Which area is it? race cyclist | stage team jersey shorts helmet | Which country is it? Where are you going? Where is it? I will see | I am going to... Here, we speak... I will bring back |
| | An earring freckles beard Who is it? | He / she is wearing... We are looking for... | It's fantastic He likes | | | | | | | | | |
| Maths | million | | ratio | | | vertically opposite | | | mean | | | |
| | product | | algebra | | | diameter | | | mode | | | |
| | estimation | | algebraic expression | | | circumference | | | median | | | |
| | common multiples | | formula / formulae | | | radius | | | pie chart | | | |
| | proper fractions | | equation | | | average | | | | | | |