






## Ernesettle Community School Curriculum Map



Year 6	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>Fantastic Fairgrounds</b> 		<b>War Heroes</b> 		<b>Going Global</b> 	
<b>Trips/Visitors</b> (RE trips)	Acts of Kindness in the Local Community Goose Fair Synagogue Waypoints Cinema		South Devon Railway/Evacuee Day Mark Ormrod/War Heroes Plymouth Hoe/Lighthouse/St Andrews Church Plymouth Herald Journalist War Memorial Speaker/Veteran First Aid Crownhill Fort?		Woodlands Junior Life Skills Apprentice Event – Local Entrepreneurs Year 6 Day at Buckfast Abbey Meditation Workshop Australian Aboriginal Workshop Tesco Farm to Fork/Gate to Plate	
<b>English</b> (suggested texts)	<u><b>Modern Fiction</b></u> Wonder <u><b>Plays</b></u> Macbeth <u><b>Recount</b></u> Goose Fair <u><b>Explanation/Non-Chronological report</b></u> Mythical Creatures <u><b>Fiction from British Literary Heritage</b></u> Christmas Carol		<u><b>Modern Fiction (including dialogue)</b></u> Letter from the Lighthouse <u><b>Flashbacks</b></u> The Silver Donkey <u><b>Biographical Texts</b></u> Anne Frank, Creative War Heroes <u><b>Poetry</b></u> Cat in the Window/WW2 <u><b>Newspaper Reports</b></u> Fairytales		<u><b>Humorous Narrative</b></u> Mr Bean <u><b>Narrative (including dialogue)</b></u> Wolf Brother <u><b>Persuasive Writing</b></u> Apprentice/Adverts <u><b>Creative Writing</b></u> Application of Skills	
<b>Maths</b> (number of weeks)	6.1 Number Sense (3) 6.2 Additive Reasoning (3)	6.3 Multiplicative Reasoning (3) 6.4 Geometric Reasoning (2) 6.5 Number Sense (2)	6.6 Additive Reasoning (3) 6.7 Number Sense (3)	6.8 Multiplicative Reasoning (3) 6.9 Geometric Reasoning (2) 6.10 Number Sense (2)	6.11 Additive Reasoning (3) 6.12 Number Sense (2)	6.13 Multiplicative Reasoning (3) 6.14 Geometric Reasoning (3)
<b>Science</b> (practical experiments)	<u><b>IPC Marble Experiment</b></u> Creating loop-the-loop with a marble, spotting patterns with the height/length of tubing (Pattern Seeking)	<u><b>Traffic Light Circuits</b></u> Using 3 coloured light bulbs within circuits to create a model set of traffic lights. (Testing)	<u><b>Rice Drum Experiment</b></u> Creating a drum and observing the effect of sound and vibrations using different materials/size etc. (Researching)	<u><b>Adaptation Investigation</b></u> Investigation into how animals adapt to different environments e.g. wrapping a cup of hot water in different	<u><b>Heart Dissecting</b></u> Using scalpels to explore an animal's heart and learn more about this vital organ. (Researching)	<u><b>Exercise investigation</b></u> Accurately measuring the effect of exercise on the body, including heart and sweat glands. (Observing over time / pattern seeking)

	<p><b><u>Periscope</u></b> Creating individual periscopes, using mirrors to prove that light travels in straight lines (Testing)</p>	<p><b><u>Fairground Circuits</u></b> Creating a moving circuit involving a motor to spin a fairground ride. (Testing)</p>	<p><b><u>Yoghurt Pot Phones</u></b> Communicating through a yoghurt pot and string (Testing)</p>	<p>materials to find a good insulator (Identifying and classifying)</p> <p><b><u>Zoo Challenge</u></b> Classify animals according to similarities and differences to solve the zoo challenge (Identifying and classifying)</p> <p><b><u>Fossilisation</u></b> Create your own fossil and classify it! (Identifying and classifying)</p>	<p><b><u>Corn Flour Investigation</u></b> Looking at the differences between liquids, solids and gases. (Testing)</p>	
<b>RE</b>	<p><b><u>What does it mean to belong to a religion?</u></b> <b>Themes: Religion and Community</b> This enquiry explores aspects of Christian festivals, celebrations, practices and community and the beliefs to which they relate</p> <ul style="list-style-type: none"> <li>• Within the different Christian groups what are the most important similarities and key differences? <ul style="list-style-type: none"> <li>• Why do they differ?</li> <li>• How do they seek to work together?</li> </ul> </li> </ul>		<p><b><u>Why are some places special?</u></b> <b>Theme: Worship and Sacred Places</b> This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways</p> <ul style="list-style-type: none"> <li>• Why do people believe that some places are special?</li> <li>• What practices and events are associated with pilgrimage and special journeys?</li> <li>• What artistic, symbolic and other expressive work is associated with special journeys and places?</li> <li>• How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</li> </ul>		<p><b><u>What do people believe about life?</u></b> <b>Theme: Beliefs and Questions/The Journey of Life and Death</b> This enquiry explores ideas about the natural world and our place in it and relates them to religious and other beliefs</p> <ul style="list-style-type: none"> <li>• What feelings do people experience in relation to birth, change, death and the natural world?</li> <li>• What answers might be given by ourselves and by religions and beliefs to questions about: · the origin and meaning of life? · our place in society and the natural world? · the existence of God? · the experience of suffering? · life after death?</li> </ul>	
<b>SMSC</b>	<p><b><u>It's Our World</u></b></p> <ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Understanding democracy</li> <li>3. Environmental awareness and responsibility</li> <li>4. Climate change (1)</li> <li>5. Climate change (2)</li> <li>6. Sustainability issues</li> </ol>	<p><b><u>Say No!</u></b></p> <ol style="list-style-type: none"> <li>1. Risk taking and dealing with pressure</li> <li>2. Legal and illegal drugs</li> <li>3. Say no to smoking</li> <li>4. Attitudes to alcohol</li> <li>5. Keeping safe in my local area: say no to knives</li> <li>6. Anti-bullying</li> </ol>	<p><b><u>Money Matters</u></b></p> <ol style="list-style-type: none"> <li>1. Earning money</li> <li>2. Value for money</li> <li>3. Lending and borrowing money</li> <li>4. Achieving goals</li> <li>5. Deductions and expenses</li> <li>6. Poverty</li> </ol>	<p><b><u>Who Likes Chocolate?</u></b></p> <ol style="list-style-type: none"> <li>1. Rich and poor nations</li> <li>2. Trade across the world</li> <li>3. Global footprints</li> <li>4. Food shortages and hunger</li> <li>5. Fairness and responsibility</li> <li>6. Reporting the news</li> </ol>	<p><b><u>People Around Us</u></b></p> <ol style="list-style-type: none"> <li>1. National, religious and ethnic identities in the UK</li> <li>2. Different types of relationships</li> <li>3. Stereotyping and judgement</li> <li>4. Put-downs and conflict</li> <li>5. Ending friendships</li> <li>6. Forgiveness</li> </ol>	<p><b><u>Growing Up</u></b></p> <ol style="list-style-type: none"> <li>1. Puberty and reproduction</li> <li>2. Relationships and reproduction</li> <li>3. Conception and pregnancy</li> <li>4. Being a parent</li> <li>5. Common responses to change</li> <li>6. Transition and</li> </ol>

<b>Computing</b>	<p><b>Online Safety</b> Explain consequences of spending too much time online or on a game.</p> <p><b>Programming</b> Create times tables' game and then use this to plan and create a Mayan quiz game.</p> <p><b>Multimedia</b> Create and collect sound and image files for game.</p> <p><b>Technology in our lives</b> Labelled diagram of web resources used. Scratch community sharing game.</p>		<p><b>Online Safety</b> Support friends to protect themselves and make good choices online. Explain consequences to myself and others of not communicating kindly and respectfully.</p> <p><b>Programming</b> Create a simulation system of the body using chosen programming software.</p> <p><b>Multimedia</b> Green screening combined with other multimedia to present system of the body.</p> <p><b>Handling Data</b> Data loggers to measure heart rate after exercise.</p>		<p><b>Online Safety</b> Protect personal data. Age appropriate and reliable websites. Cyberbullying.</p> <p><b>Programming</b> Create mathematical function machines in Logo. (Logo software TBC)</p> <p><b>Handling Data</b> Plan an investigation Collect data about websites. Present findings to others.</p> <p><b>Technology in our lives</b> How internet works and data sent. Origin of websites.</p>		
	<b>MFL</b> Light Bulb Languages	Name, Age and Greetings	Choosing and requesting an ice cream.	Regional Food and how to get by in a French café.	Tour of our school.	Places in town and sentence building.	A guide for tourists.
	<b>Geography</b>	Theme Parks around the world.	Tourism – Theme Parks and Fairgrounds around the world.	Allied Countries France, Germany, Italy Russia, America, Japan.	Map Reading and Grid References.	Locate the world countries. Globalization Fair Trade	Imports and Exports Transportation Trade Links
	<b>History</b>	History of Goose Fair. Food	Origins of Fairgrounds	British Values Local History Study	Leaders Churchill, Hitler, Stalin, Charles de Gaulle.	Researching an ancient civilization. Buyers Guide	Egyptians Aborigines West Africa
<b>D&amp;T</b>	Making Fairground rides. Secondary School link.	Making an electronic game.	Ration Books – Cooking.	Air aid Shelter making - Henry Moore	Planning their product. Packaging.	Making their product. Packaging.	
<b>Art</b>	Graphics	Graphics	War Scene Art - Paul Nash	Big Art - Poppies	Aboriginal Art - Pointillism	Pop Art – Andy Warhol	
<b>Music</b> Charranga	Music for the rides.		Tea Dancers	WW2 Music – Film Scene.	Didgeridoo	Advert Jingles	
<b>P.E</b>	Tag Rugby	Ultimate Frisbee	Dance/Fencing	Field Gun	Sports Coach	Wimbledon/Tennis	