



St. Michael's CE Primary School



Key Skills Curriculum Map Year 6: B

Art	3D Work and Collage	Textiles
	<p>To look at 3D work from a variety of genres and develop own responses through experimentation.</p> <p>To recreate images in 2D and 3D, looking at one area of experience.</p>	<p>To experiment with a range of media to overlap and layer creating interesting colours, textures and effects.</p>

Computing	Information Technology	Computer Science	Digital Literacy
	<p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools (e.g. using non-linear presentation tools such as Prezi).</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others.</p> <p>Understand the importance of evaluation and adaptation of individual features to enhance the overall product.</p> <p>To continue to use, search, enter data into their own databases.</p>	<p>Design and create a simple program that completes a given task including controlling or simulating a physical system.</p> <p>Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.</p> <p>Use variables in my coding.</p> <p>Understand how search engines order their results.</p> <p>Use selection (IF statements) to alter the way my programs run.</p> <p>Explain how increasingly complex algorithms work.</p>	<p>Recognise acceptable/unacceptable behaviour online and am confident in reporting.</p> <p>Recognise trustworthy sources of information on the internet.</p> <p>Use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).</p>



	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
<p>Design Technology</p>	<p>To communicate their ideas through detailed labelled drawings to develop a design specification.</p> <p>To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways To plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>To carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>To identify the needs of individuals and groups.</p>	<p>To select tools, materials, components and techniques appropriate to the task.</p> <p>To assemble components to make working models.</p> <p>Follow procedures for safety.</p> <p>To construct products using permanent joining techniques.</p> <p>To make modifications as they go along.</p> <p>To pin, sew and stitch materials together to make a product.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>	<p>To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>To record their evaluations using drawings with labels.</p> <p>To critically evaluate the quality of their design, manufacture and fitness for purpose of their products as they design and make.</p> <p>To show an awareness of how much products cost to make, how innovative and sustainable they are.</p> <p>To use science and mathematical knowledge to help plan and make products.</p> <p>To know that materials have both functional properties and aesthetic properties.</p>	<p>Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>To know that seasons may affect the food available.</p> <p>To know that food is processed into ingredients that can be eaten or used in cooking.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading.</p> <p>To weigh and measure dry ingredients and liquids accurately.</p> <p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p>



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	<p>Know more about the features of a variety of places around the world from local to global and in different parts of the world.</p> <p>Identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night)</p>	<p>Understand about links and relationships between different places and that make places dependent on each other.</p>	<p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p>	<p>Use maps, atlases, globes and digital / computer mapping (e.g. Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid reference with teaching of latitude and longitude in depth Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<p>Make appropriate use of dates and specialist terms.</p> <p>Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world.</p>	<p>Identify features of and make links between past societies and periods.</p> <p>Understand about beliefs, behaviour and characteristics of people.</p> <p>Compare one aspect of life with the same aspect in another period.</p> <p>Attempt to explain historical concepts such as causation of events.</p>	<p>Recognise primary and secondary sources.</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Show awareness of different viewpoints.</p>	<p>Use historical terminology which is mostly accurate.</p> <p>Plan and carry out individual investigations.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p>
History Topics				
	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 			

Music	Listening	Performing	Composing
	<p>Identify the tempo and Dynamics using musical vocabulary accurately.</p> <p>Identify instruments by timbre if appropriate (Female, Electric etc).</p> <p>Identify Calls & Responses</p>	<p>Accurately play correct notes on tuned instruments.</p> <p>Perform with increasing dexterity.</p> <p>Sing with expression, dynamics and sustain longer notes.</p>	<p>Compose rhythms and notes individually in sections of music.</p> <p>Compose as a class, judging if a note 'sounds' right or in time.</p>



	Games	Dance	Gymnastics	Athletics
PE	<p>Dribble effectively around obstacles.</p> <p>Show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling.</p> <p>Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring.</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn</p>	<p>Explore, improvise and combine movements.</p> <p>Create structure in sections of dance using a range of movement patterns.</p> <p>Understand why dance is good for fitness.</p> <p>Comment on their own work and the work of others.</p>	<p>Combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Develop their own sequences demonstrating control and balance.</p> <p>Understand why warming up and cooling down is important.</p> <p>Evaluate their own work and the work of others and suggest ways to improve.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Develop flexibility, strength, technique, control and balance through athletics.</p> <p>Can sustain pace over short and longer distances.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Can perform a range of jumps and throws demonstrating increasing power and accuracy.</p> <p>Are able to identify key strengths of a performer when running, jumping and throwing.</p>



	how to evaluate and recognise their own success.			
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Working Scientifically	
Science	<p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take measurements using a range of scientific equipment with increasing accuracy.</p> <p>Can take repeat readings and measurements where appropriate.</p> <p>Can record data using scientific diagrams and labels, keys, tables, bar and line graphs.</p> <p>Can use test results to make predictions.</p> <p>Can set up further comparative and fair tests (based on predictions).</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can report findings from an enquiry both orally and in writing.</p>



Science Topics	
Properties and Changes of Materials	Animals, including Humans
<p>Special Effects Materials</p> <p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> ii. Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets iii. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution iiii. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ivi. Demonstrate that dissolving, mixing and changes of state are reversible changes vi. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p>The Human Species</p> <p>Animals (including humans)</p> <ul style="list-style-type: none"> i. Describe the changes as humans develop to old age ii. Identify and name the main parts of the human circulatory system, and describe the iii. functions of the heart, blood vessels and blood iv. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function v. describe the ways in which nutrients and water are transported within animals, including humans
Forces	Living Things and their Habitats
<p>Welcome to Force-Land</p> <p>Forces</p> <ul style="list-style-type: none"> i Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ii Identify the effects of air resistance, water resistance and friction, that act between moving surfaces iii Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>The Classification Code</p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> i. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ii. Give reasons for classifying plants and animals based on specific characteristics



	Evolution and Inheritance	Revision block
	<p>Survival of the Fittest</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> i. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ii. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents iii. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>To consolidate learning over the year.</p>

	Language Skills
Languages	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p>



	<p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.</p>
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