

# Aragon Primary School Curriculum Map

## Year 6

### English

We will be studying a range of genres and creating pieces of writing based on the following stimuli:

Francis: Mystery stories

War Horse: Historical fiction

Can we Save the Tigers?: Discursive texts

**Reading** - Whole Class Reading lessons focusing on comprehension and the skills of vocabulary, inference, prediction, explain, retrieve and summarise, using high-quality texts.

### Spanish—Mi Insti

School subjects, Opinions about school subjects, Adjective endings + gender/plurality of nouns: reasons for opinions, Revision of days of the week and telling the time, Future plans: Me gustaría estudiar

### Music - Music and Technology

Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds?

### Art - Photo Opportunity

Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.

### Geography - Mapping the World

What can maps tell us about the world?

How can you locate places on a map?

How do you read an Ordnance Survey (OS) map?

Can you plan fieldwork?

Can you carry out fieldwork?

Can you present your fieldwork findings?

### RE - Islam

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

I can think of some ways of showing commitment to God that would be better than others for Muslims.

### Maths

Read, write, order and compare numbers up to 10 000 000, and determine the value of each digit. Round any whole number to a required degree of accuracy.

Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Multiply and divide multi-digit numbers up to 4 digits by a 2-digit whole number, including using the formal written method of long multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context. Identify factors and common multiples, and prime numbers.

### Science - Electricity

Identify common appliances that run on electricity

Construct a simple series electrical circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

### PSHE - Being Me In My World

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.

### Computing - Systems

In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

**PE - Netball:** Practise attacking and defending techniques and apply to game situations using a range of different passes. **Rounders:** Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.



“To be the best we can be!”