



Tarleton Whole School Curriculum Map 2021- 2022

Year 6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Theme						
Reading	Goodnight Mr Tom		Dragons of Wales Coming to England		1000 Year Old Boy	
Writing	Recount from a memory. Biography/Autobiography Harvest poem. Repeating pattern	Argument Debate and discussion – Evacuation. Diary entries Non-Fiction writing- Anderson Shelters (ICT) WW1 – poetry remembrance – rhyme scheme	Power of Imagery 2 Monster description Poetry Finding a voice 1- <i>Holocaust Poem- Sonnet</i> Dragons of Wales non-chronological Dragon newspaper article	Journalistic writing 3 Newspaper report- Fiction Genres 4-5 Recap genres and their features Authors and Texts -2 Narrative 3 –compare film and book – <i>GMT</i>	Revision Units 3 weeks Extended narrative 1000 Year old boy Script – cyber bullying	Short stories with suspense- including dialogue.
GPS	Recap adj, nouns, verbs Forming suffixes Contrast/ comparative conjunctions Adverbs Time connectives/ conjunctions Subordinate clausal openers Prepositional phrases	Use of quotes / colons Brackets / dashes / comma pairs Subordinate clauses Sentence openers /Fronted Adverbials Rhetorical Questions	Expanded noun phrases Pronouns / possessive pronouns Antonyms / synonyms Apostrophe Indirect speech Ambiguity	Forming adjectives from verbs / nouns Drop in clauses Commas/dashes/brackets Conjunctions determiners	Noun / relative / adverbial phrases Colons / semi-colons Prepositions Active / passive/modal verbs Recap speech punctuation	Recap adj, nouns, verbs Forming suffixes Contrast/ comparative conjunctions Adverbs Time connectives/ conjunctions Subordinate clausal openers Prepositional phrases



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					Verb tense / subjunctive	
Maths	Recap 4 rules and PV Multiply and div by 10,100 Positive and negative numbers Partition/order Decimals Square numbers, factors and prime numbers Shape / types of lines Mental strategies	Shape- reflection Strategies for graphs PS- Finding all possibilities Angles- -drawing / measuring Area- shapes with holes / right angled triangles Pictograms / bar charts Percentages and pie charts Convert measures	Recap PV Measures- conversion / PS Cube numbers Fractions of amounts Fractions / equivalence Interpret line graphs Decimal compliments Area of unusual shapes /	Area of parallelograms/ triangles using formula Decimals – partition /order / round / place on a number line SATS style questions Division by chunking problems Decimals – add / subtract/ and x problems Recap factors / prime numbers Reflect in 4 quadrants / recap co-ordinates Solve problems by working backwards Roman numerals Solve problems using algebra and formulae Add/ subtract fractions	Translate shapes Multiply and divide fractions Ratio and proportion Recap estimate / draw/ measure angles Missing angles on a line / round a point Recap percentages / fractions of amounts Recap volume / surface area	



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Science	Evolution and inheritance	Environment & Classification	Animals / Health – Exercise, Health and the Circulatory System –	Electricity –	Light –	
Knowledge	<p>How do living things change over time?</p> <p>What information does a fossil provide? (information about living things that inhabited the Earth millions of years ago)</p> <p>Living things produce offspring of the same kind, but normally</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, planets and animals.</p>	<p>What are the main parts of the human circulatory system?</p> <p>What are the functions of the heart, blood vessels and blood.</p> <p>What is the impact of diet, exercise, drugs and lifestyle on the way the body functions?</p> <p>What ways are nutrients and water transported within animals, including humans?</p>	<p>How does the number and voltage of cells effect the brightness of a lamp or the volume of a buzzer?</p> <p>Compare and give reasons for variations in how components function including brightness of bulb, loudness of buzzer, on/off position of switches.</p> <p>Recognise symbols when representing a simple circuit in a diagram.</p>	<p>What direction does light travel?</p> <p>Objects are seen because they give out or reflect light into the eye.</p> <p>How do we see things? (light travels from light sources to our eyes or from light sources to objects then to our eyes)</p> <p>Understand that light travels in straight lines which explain why shadows have the same shape as the object that cast them.</p>	



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Science Scientific Enquiry	Review: Explain degree of trust in results Identify how animals are adapted to suit their environment in different ways	Review: Report and present findings using appropriate scientific language Give reasons why a particular invertebrate belongs to a certain group	Do: Use test result to make predictions to set up further comparative and fair tests Describe the functions of the heart, blood vessels and blood Recognise the impact of exercise on the way their bodies function	Plan a scientific enquiry to answer a question, recognising and controlling variables Compare variations in how electrical components function	Do: Take accurate measurements and records data on a graph Use the idea that light appears to travel in straight lines to explain why shadows have the same shape as their objects	
Computing	<u>IT / DL - digital research</u> Research and Multimedia presentation/ word processing (WW2) E Safety ICT capability	<u>IT - multimedia –</u> SOUND Spreadsheets E Safety ICT capability Programming 1	Blogging (3 weeks) and collaboration / networking Blogging (Communication and Collaboration) E Safety ICT capability	<u>CS - computational thinking</u> Handling data – surveys spreadsheets (WW2rationing) E-safety ICT capability	E Safety IT / CS / DL - digital research, communication Multimedia presentation – St Lucia (non-linear) Programming 2 E-safety ICT capability	<u>CS - programming / computational thinking / hardware</u> Computing- Programming E Safety Digital media /imagery- animation of Min-Y-don (for an audience) Computing write computer code to switch off lights and use electricity Crumble boards. ICT capability
History	WW1 Chronology Events, people and Changes Remembrance Place current study on time line in relation to other studies Use relevant <u>dates</u> and terms		WW2 Communication Enquiry, Interpretation and Using sources A study of an aspect or theme in British History (life in Britain since the 1930's)		Maya Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world Describe how some changes affect life today	



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	<p>Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world</p> <p>Describe how some changes affect life today</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact / fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Know and understand that some evidence contains bias, propaganda, opinion or misinformation. This can affect how history is interpreted</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p>		<p>Place current study on time line in relation to other studies</p> <p>Use relevant <u>dates</u> and terms</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world</p> <p>Describe how some changes affect life today</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact / fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Know and understand that some evidence contains bias, propaganda, opinion or misinformation. This can affect how history is interpreted</p>	<p>Make links between some features of past societies</p> <p>Give own reasons why events occurred, backed up with evidence</p> <p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p>
Geography	<p>Climate change / Global warming.</p> <p>Climate change affects who, where and how?</p> <p>Place and location knowledge.</p>	<p>WW2- European countries</p> <p>Allied nations, Triple entente</p> <p>Map Skills</p>	<p>Africa</p> <p>Map Skills</p> <p>Use eight point compass points confidently and accurately within a</p>	<p>Local study – Tarleton Farming village.</p> <p>Field work</p> <p>To be able to investigate their line of enquiry about their place of study by using secondary sources, comparing skills, the purpose of land use and how they have all changed over time in order for places to stay connected.</p>



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	<p>Confidently identify significant places and environments Identify and describe where places are around the world.</p> <p>Map skills</p> <p>use maps sites on internet (google)</p> <p>Follow a short route on an OS map independently</p> <p>Human and physical</p> <p>Investigate how decisions about places and environments affect the future quality of people's lives. Recognise how people can improve an environment or destroy it.</p>	<p>Use eight point compass points confidently and accurately within a practical context when navigating their own route</p> <p>Follow a short route on an OS map independently</p> <p>Place and location knowledge. Identify and describe where places are around the world</p>	<p>practical context when navigating their own route</p> <p>Begin to use six figure grid reference to locate features on a map, using a key</p> <p>Draw and use maps and plan in a range of scales</p> <p>Use atlases to find out about other features of places e.g. mountains, weather patterns</p> <p>Human and physical To learn about trade links between countries.</p> <p>Place and location knowledge. Identify and describe where places are around the world Confidently identify significant places and environments</p> <p>Locational Knowledge Use latitude and longitude on atlas maps and globes.</p>	<p>Collect and record evidence in their preferred way.</p> <p>Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it.</p> <p>Place and location skills Confidently identify significant places and environments.</p> <p>Locational Knowledge Identify key human and physical characteristics of the UK and how they have changed over time, within their locality study.</p> <p>Identify land use patterns of the locality of their study and how it has changed over time.</p> <p>Identify key human and physical characteristics of the UK and how they have changed over time (within a topic of interest: Tarleton - farming)</p> <p>Map Skills Draw and use maps and plan in a range of scales</p>
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	Understand the water cycle Recognise and describe biomes and vegetation belts around the world					
Art	<p>Drawing / portraits Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p>Painting- colour mixing / ART WEEK- Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Pastel / chalks –Blitz scenes</p>	<p>COLLAGE -Forgiveness art- multi media Extend their work within a specified technique. Use a range of media to create collage. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p>		<p>Textiles Batik 3D Structure- Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Experiment with using batik safely. Awareness of the potential of the uses of material.</p>	<p>DIGITAL MEDIA - Manipulate Min-Y-Don photos Develop ideas using different or mixed media, using a sketchbook.</p>



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		Recycling – art.				
DT	<p>Food + cookery Independently apply the principles of a healthy and varied diet to inform their design decisions. • Apply their knowledge of seasonality and locality of food to inform their design decisions</p> <p>Identify and discuss the strengths of their product.</p> <p>Identify any areas for development/ improvements that could be made.</p> <p>Discuss whether the product meets the requirements of the brief/the needs of the User – is it fit for purpose?</p> <p>Take part in peer evaluation, giving and receiving</p>			<p>DT Structures Make an Anderson Shelter / or eco house</p> <p>Bird houses (Covid year)</p> <p>Measure and mark materials with increased accuracy, before cutting.</p> <p>Cut materials accurately, using appropriate tools.</p> <p>Join a range of materials using a variety of suitable methods.</p> <p>Identify and discuss the strengths of their product.</p> <p>Identify any areas for development/ improvements that could be made.</p>		<p>Crumble boards Indicate where electrical components will go and explain how they will function.</p> <p>Programme a computer to control their product.</p> <p>Create a basic electrical circuit and incorporate it into their product</p> <p>Identify and discuss the strengths of their product.</p> <p>Identify any areas for development/ improvements that could be made.</p> <p>Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</p> <p>Take part in peer evaluation, giving and receiving feedback from fellow pupils.</p>



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	feedback from fellow pupils.			<p>Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</p> <p>Take part in peer evaluation, giving and receiving feedback from fellow pupils.</p>		
PSHE	Bring me my world Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams & Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Music	Advanced rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2 Developing pitch, control and	Film music Exploring and identifying the characteristics of film music. Creating a composition and	Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations	Composing and performing a Leavers' song Children spend the topic creating their very own leavers'



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	understanding to create a composition.	Appraising the work of Mendelssohn and further developing the skills of improvisation and composition	confidence when singing	graphic score to perform alongside a film.	and discover how rhythms can 'translate' onto different instruments.	song personal to their experiences as a class
RE And Class Value	<p>Life as a journey</p> <p>People of God Salvation</p> <p>Give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.</p> <p>Enable pupils to begin to understand the concept of undertaking a religious pilgrimage.</p>	<p>How do Christians prepare for Christmas</p> <p>People of God Gospels Kingdom of God</p> <p>Delve deeper into the themes of the season of Advent.</p> <p>Introduce pupils to the Christian belief that Jesus will return (the second coming).</p>	<p>Why do Christians celebrate the Eucharist</p> <p>Incarnation Salvation</p> <p>Identify the links between the Passover meal, Last Supper and Eucharist.</p> <p>Develop pupils' understanding of the Eucharist and the symbolism connected with it.</p> <p>Develop pupils' understanding of the importance of the Eucharist and</p>	<p>Easter – Who was Jesus</p> <p>Incarnation Salvation</p> <p>Allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today.</p>	<p>Ascension and Pentecost</p> <p>Gospel Salvation Kingdom of God</p> <p>Delve deeper into the meaning and impact of these events.</p>	<p>Ideas about God – People of Faith</p> <p>God Kingdom of God</p> <p>Further the children's understanding of the nature of God, His characteristics and His relationship with people.</p> <p>Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.</p> <p>Discuss that Christian people are called to build God's kingdom here on earth.</p>



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			why it is celebrated.			
PE	Invasion Games	Circuits (Rotation with gymnastics)	Dance	Athletics	Net & Wall	Striking and Fielding
our WLSP overview for 2020/21 is as follows:	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.	Understand why exercise is good for their fitness, health and wellbeing.	Explore, improvise and combine movement ideas fluently and effectively.	Understand why exercise is good for their fitness, health and wellbeing.	Understand why exercise is good for their fitness, health and wellbeing.	Understand why exercise is good for their fitness, health and wellbeing.
Wednesday AM - Gym- Invasion Games- OAA	Understand, choose and apply a range of tactics and strategies for defence and attack.	Understand the basic principles of warming up	Create and structure motifs, phrases, sections and whole dances.	Develop the consistency of their actions in a number of events.	Understand the need to prepare properly for games.	Understand the need to prepare properly for games.
Thursday full day - Dance - Striking and Fielding - Athletics	Use these tactics and strategies more consistently in similar games.	Choose appropriate techniques for specific events	Begin to use basic compositional principles when creating their dances.	Increase the number of techniques they use.	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.
2021/22 is as follows but could be subject to change:	Understand why exercise is good for their fitness, health and wellbeing.	Develop the consistency of their actions in a number of exercises.	Understand why dance is good for their fitness, health and wellbeing.	Choose appropriate techniques for specific events.	Know why warming up and cooling down are important.	Know why warming up and cooling down are important.
Wednesday AM - Striking and Fielding- Athletics-Dance	Understand the need to prepare properly for games.	Increase the number of techniques they use.	Understand why dance is good for their fitness, health and wellbeing.	Understand the basic principles of warming up.	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.
Thursday full day - OAA-Gym-Invasion	Develop their ability to evaluate their own and	OAA Develop and refine orienteering and problem-solving skills when working in	Prepare effectively for dancing.	Understand why exercise is good for fitness, health and wellbeing.	Understand the need to prepare properly for games.	Understand the need to prepare properly for games.
				Evaluate their own and others' work	Understand, choose and apply a range of tactics and	Understand, choose and apply a range of tactics and



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<p>others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p> <p>OAA</p> <p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet the challenge Set.</p> <p>Adapt their skills and understanding as they move from Familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p>	<p>groups and on their own.</p> <p>Decide what approach to use to meet the challenge Set.</p> <p>Adapt their skills and understanding as they move from Familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p>	<p>Understand how a dance is formed and performed</p> <p>Evaluate, refine and develop their own and others work.</p> <p>Gymnastics</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional/ principles.</p> <p>Understand why warming-up and cooling-down are important.</p> <p>Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves.</p> <p>Understand why</p>	<p>and suggest ways to improve it.</p> <p>Gymnastics</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional/ principles.</p> <p>Understand why warming-up and cooling-down are important.</p> <p>Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves.</p>	<p>strategies for defence and attack.</p> <p>Invasion</p> <p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate</p>	<p>Invasion</p> <p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate</p>
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	<p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p>		<p>exercise is good for health, fitness and wellbeing, and how to become healthier themselves.</p> <p>Evaluate their own and others' work suggest ways of making improvements.</p>	<p>Evaluate their own and others' work suggest ways of making improvements.</p>	<p>their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>	
MFL (Spanish)	Numbers, greetings Grammar	Classroom Christmas Grammar	Revision of Numbers Colours	Colours Easter Grammar	Food, Days of the week Grammar	Months of the year, Grammar