**Year 6 Curriculum Map Overview**

**2022-2023**

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|  | **Text Driver** | **Educational Visit** | **English** | **Maths** | **Science** | **Art & Design**  | **Computing** | **DT**  | **Geography** | **History** | **MFL**  | **Music** | **PE** | **PSHCE** | **RE** |
| **Autumn****It’s all Greek to me!** | Who Let the Gods out? By Maz Evans | Virtual meeting with Maz Evans – the author of Who Let the Gods Out? | Unit 1 – Diary entry to recall Elliot’s experiences from a first-person perspectiveUnit 2 – Non-chronological report about the origins of the Olympic Games and how they have evolved overtimeUnit 3 – Newspaper article to retell the significant events that took place at Buckingham Palace when Hypnos visited the Queen  | See annual Maths Overview | Physics - LightPhysics -Electricity | Greece mosaic – Antoni GaudiAncient Greece clay pots | 6.1 Coding – Purple Mash6.2 Online Safety – Purple Mash | Woodwork – Zodiac constellation frames | International tourism – Greece case study | Ancient Greece – A study of Ancient Greek myths | Wakefield Scheme of Work  | Charanga Unit 1 – Happy Unit 2 – Classroom Jazz  | OAA&Invasion Games - HandballDance&Invasion Games - Football | Jigsaw Puzzle 1 – Being me in my worldPuzzle 2 – Celebrating differences | Key Question: Is it better to express your religion in arts and architecture or in charity and generosity?  |
| **Spring****Legends of our time** | Macbeth by William ShakespeareAdapted by Jon Blake  | Residential to Laval in FranceExcursion to the Bayeux Tapestry (Anglo Saxon) | Unit 1 – Performance poetry based on the witches’ spell from Macbeth Unit 2 – Character description of Lady Macbeth from the perspective of a witchUnit 3 – Persuasive letter from Lady Macbeth to Macbeth persuading him to kill the king and seize the throneUnit 4 – Extended narrative based on the Dark Deed including dialogue to advance the action | See annual Maths Overview | Biology -Living Things & HabitatsBiology - Evolution & Inheritance | Henri Rousseau – Watercolour painting | 6.3 Spreadsheets – Purple Mash6.4 Blogging – Purple Mash |  |  | Anglo Saxons – Comparison with the Viking periodA study of legendary Anglo-Saxon kings  | Wakefield Scheme of Work  | Charanga Unit 3 - A New Year Carol Unit 4 - You’ve got a friend in me | Gymnastics&YogaInvasion Games – Tag-rugby&Net & Wall Games - Volleyball | Jigsaw Puzzle 3 – Dreams and GoalsPuzzle 4 – Healthy me | Key Question: What matters most to Christians and Humanists? |
| **Summer****A comparative study of Leeds, London and Tokyo**  | Kensuke’s Kingdom by Michael Morpurgo  | End of KS2 celebration day Bake Off challenge (DT)  | Unit 1 – Balanced argument to discuss the question: Should Michael be permitted to embark on a voyage around the world?Unit 2 – First-person narrative from the perspective of Michael when he first wakes up on the beach  | See annual Maths Overview | Biology -Animals Including Humans | Printing – Hokusai (a study of Japanese art) | 6.5 Text Adventures – Purple Mash 6.6.Networks – Purple Mash6.7.Quizzing – Purple Mash  | Food – Recipes in relation to balanced diets – Science link  | Leeds, London and Japan - An exploration of transportation, pollution and congestion |  | Wakefield Scheme of Work  | End of year musical | Striking and Fielding Games – Cricket &Net & Wall Games - TennisAthletics  | Jigsaw Puzzle 5 – RelationshipsPuzzle 6 – Changing me | Key Question: What do religions say to us when life gets hard?  |