



# Forest Way School

## The Den Curriculum Map 2023 - 2024

### Rolling Year 3 of 3 - UKS2 Y6

	Autumn		Spring		Summer	
Time allocation	Autumn 1 (7 weeks)	Autumn 2 (9 weeks)	Spring 1 (6 weeks)	Spring 2 (4 weeks)	Summer 1 (7 weeks)	Summer 2 (5 weeks)
Theme	Stone Age Rocks!	Where am I?	Fantastical Mythical Adventures!	Egg-cellent Eggs!	Wonderful World!	Sunshine, Funtime!
<b>English</b>	Assessments  Poetry	Descriptive Writing - Story Introduction	Descriptive Writing (Character/Beast) Formal Writing - Letter to Blue Peter (ideas for programme)	Intervention & Assessment	Poetry (Haiku) Recount - Bradgate Park Trip	Character Description and Writing Instructions
<b>Maths</b>	Assessment Number	Addition and Subtraction (6 weeks) Multiplication and Division (2 weeks)	Multiplication and Division (2weeks) Fractions ( 2 weeks) Statistics (2 weeks) (Number/Addition & Subtraction revisit weekly session)	Measurements (2 weeks) Geometry (2 week) <b>ASSESSMENT</b> (Number/Addition & Subtraction revisit weekly session)	Number (2 weeks) Addition and subtraction (2 weeks) Multiplication and Division (2 weeks) Statistics (1 week)  (Weekly revisit of all topics)	Fractions (1 week) Measurements (1 week) Geometry (1 week) <b>ASSESSMENT</b> (Weekly revisit of all topics)
<b>Science</b>	<b>Y6 Evolution &amp; Inheritance</b>  recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<b>Y6 Light</b>  recognise that light appears to travel in straight lines.  use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<b>Y6 Electricity</b>  associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  use recognised symbols when representing a simple circuit in a diagram.	<b>Y6 Animals (including humans)</b>  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  describe the ways in which nutrients and water are transported within animals, including humans.	<b>Y6 Living Things &amp; Their Habitats</b>  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  give reasons for classifying plants and animals based on specific characteristics.	<b>STEM</b>  Revisit Science learning throughout the year.  - Themed weeks - Experiments
<b>Computing</b>		<b>Programming - Variables in Games (Scratch/Coding Galaxy)</b>  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  <b>Computing Skills:</b> Online Safety (Y6) and Touch Typing	<b>Swimming</b>	<b>Creating Media - 3D Modeling (Tinkercad)</b>  Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  <b>Computing Skills: Word Processing</b>	<b>Swimming</b>	<b>Data and Information - Introduction to Spreadsheets</b>  Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information  <b>Computing Skills: Spreadsheets</b>
	<b>Changes in Britain from the Stone Age to the Iron Age</b>  Enquiry 1: To demonstrate that I understand about the changes in Britain that happened between the Stone Age to the Iron Age.  Enquiry 2: Investigate how we know about Britain's prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain.		<b>Ancient Greece:</b>  A study of Greek life and achievements and their influence on the western world.  To understand about life in Ancient Greece.  To understand the achievements of Ancient Greece and their influence on the western world.	<b>British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900</b>  <b>Mayan civilization c. AD 900</b>  To discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.		

History			To find out when and where the Ancient Greeks lived To make a timeline of key events To use historical sources to infer information about the past	identify and use a range of evidence sources to help me understand more about the Maya civilisation.  To recognise where the Maya fit into History. To explore the writing, numbers and life at this time.		
Geography		<p><b>Locational Knowledge and Geographical skills and fieldwork</b></p> <p><b>Name and locate counties and cities of the United Kingdom, geographical regions identifying human and physical characteristics, key topographical features (including hills, mountains and coastlines)</b></p> <p><b>Enquiry 1: England – Coalville to Leicester, Birmingham, Newcastle, Manchester, Leeds and London</b></p> <p>To know ways to journey from one place to another place in England. (Road inc. Underground/Rail/Water) To understand their personal Geography, in relation to the Country To locate at least six cities in the UK on a map. To locate at least 3 counties on a map (Leicestershire, Nottinghamshire, Derbyshire) To identify human and physical characteristics</p> <p><b>Enquiry 2: Planning a journey I know how to plan a journey from my town to another place in England. (By Bus/Rail/Water)</b></p>			<p><b>Physical Geography</b> Describe and understand key aspects of: Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p><b>Geographical Skills and Fieldwork:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Enquiry 1: To describe and understand rivers, mountains, volcanoes and earthquakes.</p> <p>Enquiry 2: To use Geographical Skills to locate rivers, mountains, volcanoes and earthquakes in different countries.</p>	<p><b>Human and Physical Geography</b> Describe and understand key aspects of: Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>Enquiry 1: To describe and understand the water cycle</p> <p>Enquiry 2: To explore, describe and create biomes (grassland, aquatic, forest, desert, Tundra) To recognise key aspects of climate zones</p>
MFL French	<p><b>Greet, Count, Colours &amp; Family</b> Greeting each other Introducing themselves Counting upto 10 Naming Colours Introducing their immediate family <b>MFL Day:</b> Whole School</p>		<p><b>Days, Count &amp; Animals</b> Saying the days of the week Saying animal vocabulary Asking about pets Describing animals using adjectives Counting to 20 Using prepositions Naming animal homes <b>Day:</b> Whole School</p>		<p><b>Body, Count, Months and Clothes</b> Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year <b>MFL Day:</b></p>	
PSHE	Other Families	Feelings and Emotions	My Community	CEOP	Who can help?	Diet and Healthy Foods
RHE	Alone and Altogether	Preparing Healthy Foods	Seasons and Safety	CEOP	Puberty – Changes in Body	Teams and Triumphs
RE	<p><b>Why do Hindus want to be good?</b></p> <p>Religious Festivals/Celebrations: Harvest Festival</p>	<p><i>Life Skills</i></p> <p>Religious Festivals/Celebrations: Christmas</p>	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Religious Festivals/Celebrations: Chinese New Year, Shrove Tuesday/Ash Wednesday/Lent</p>	<p><b>Why do some people believe in God and some people not? How Why do some people believe in God and some people not? How and why do people try and make the world a better place?</b></p> <p>Religious Festivals/Celebrations: Holi (Muslim), Ramadan (Muslim),</p>	<p><i>Life Skills</i></p> <p>Religious Festivals/Celebrations: Shavuot (Jewish)</p>	<p><i>Life Skills</i></p> <p>Religious Festivals/Celebrations:</p>
Music	Music Therapist	Music Therapist	Music Therapist	Music Therapist	Music Therapist	Music Therapist
	<p><b>Art</b> <b>Art Technique: Research and make natural paint and paintbrushes, Design and create a piece of cave art</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds</p>	<p><b>Design &amp; Technology</b> Research, Design, Make and Evaluate a Bag (Sewing)</p> <p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p><b>Art</b> <b>Art Technique: Create a themed piece of Doodle Art Artist: Mr Doodle/Sam Cox</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds</p>	<p><b>Food Technology</b> Cooking Focus: Many uses of eggs Theory Focus: Reading food labels</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Design &amp; Technology</b> Research, Design, Make and Evaluate a bird box (Woodwork).</p> <p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p><b>Food Technology</b> Cooking Focus: Non-Bake Baking (Summer Foods) Theory Focus: Weighing and Measuring</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>

<p><b>Art, Design &amp; Food Technology</b></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay).</p> <p>About great artists, architects, and designers in history.</p>	<p><b>Make</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay).</p>	<p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Make</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p><b>Life Skills</b></p>	<p><b>RE</b></p>	<p><b>Independent living</b>  <b>Money matters</b>  <b>Money and wellbeing</b>          To describe different jobs that you might do to earn money.          To understand that some jobs pay more than others and that money is one factor in choosing a job. To understand that the choices you make about work and money will affect your life.          To explain how money can affect your feelings.          To explain what debt is and the impact it can have.  <b>Helping around the home</b>          To understand at least three laundry care symbols. To sort washing according to care labels.          To sort household waste for recycling.          To identify hazards around the home and understand how to stay safe.          To make a list of essential household items and go shopping for them.          To understand expiration dates on food.</p>	<p>RE</p>	<p>RE</p>	<p><b>Health and wellbeing</b>  <b>Caring is kind</b>  <b>Caring for myself</b>          To identify two emotions associated with good mental health.          To identify two emotions associated with poor mental health.          To research one voluntary organisation which can help with poor mental health.          To choose and participate in an activity to look after your own mental health.  <b>Caring for others (first aid)</b>          To model how to make a clear and efficient call to the emergency services.          To provide first aid in at least two scenarios (head injury, bite or sting, asthma attack, bleeding, choking).  <b>Super Safety</b>  <b>Cycling proficiency</b>          Recap of road safety          To prepare yourself for a journey.          To check your bicycle is ready for a journey.          To safely set off, pedal, slow down and stop.          To pedal confidently (including looking behind, cycling one handed, turning and controlling speed).          To identify and respond to hazards while riding.          To comply with signals, signs and road markings.</p>	<p><b>Exploring the wider world</b>  <b>Work skills and enterprise</b>  <b>Virgin Money – ‘Make £5 grow’</b>          To explain what makes a successful entrepreneur.          To work as part of a team to come up with enterprising business ideas.          To decide on a business idea and carry out market research.          To create a brand for your business.          To market and sell a product or service.          To evaluate the success of the enterprise product.  <b>On the move</b>  <b>Planning an unfamiliar journey (secondary school)</b>          To locate your house and your secondary school on a map.          To identify different ways to travel to secondary school.          To use a map to plan your route to secondary school. To calculate the length of time your journey will take (using timetables if using public transport).</p>
<p><b>Swimming</b></p>	<p><b>Swimming</b></p>	<p><b>Computing</b></p>	<p><b>Swimming</b></p>	<p><b>Computing</b></p>	<p><b>Swimming</b></p>	<p><b>Computing</b></p>
<p><b>Fundamental Movement Skills</b>          To practise fundamental movement skills in a range of advanced contexts.          To begin to implement fundamental movement skills into isolated, sporting practises.          To practise producing fluent, organised movement and skill into isolated practises.          To begin to use specific sporting equipment in isolated practises, safely and appropriately.</p>	<p><b>Invasion Games</b>          To begin to implement the fundamental movement skills: co-ordination, power, and reaction time into isolated passing practises,          To begin to implement the fundamental movement skills: speed and balance into invasion game movement styles.          To begin to understand the concept of invasion games (attacking and defending team).          To begin to develop emotional resilience regarding the concept of winning and losing.</p>	<p><b>Net Games</b>          To begin to implement the fundamental movement skills of co-ordination and reaction time into throwing net related activities.          To begin to implement the fundamental movement skills: speed and balance into net game movement practises.          To begin to understand the basic concepts of net games (two teams, a net, scoring system).          To begin to practise a variety of sport specific passing.</p>	<p><b>Dance</b>          Displays a distinction in appropriate movements to a variety of music and rhythms.          To implement simple dance movements into a sequence.          To begin to recall vocabulary of movements into specific dance-based movements.          To begin to explore a variety of specific dance movements.</p>	<p><b>Athletics</b>          To begin to apply fundamental movement skills, into a range of athletic based activities.          To practise and begin to apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release (standing long jump, triple jump, and high jump etc).          To practise and begin to apply a variety of running techniques for a range of short and long-distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration (sprint hurdles, 100m and long distance etc).</p>	<p><b>Outdoor Adventurous Activities</b>          To develop confidence in exploring and navigating the environment, with a set goal.          To continue to develop movement and balance through riding scooters, trikes, and bikes, with set goals.          To begin to respond to and give directional based instructions, including ‘forward’ and ‘backward’.          To experience basic, outdoor navigational activities working in a team.</p>	

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<p>Demonstrates strength, balance, and coordination in lunchtime activities.</p> <p><b>Striking Games</b></p> <p>To begin to implement the fundamental movement skills: coordination and reaction time into isolated throwing practises.</p> <p>To begin to implement the fundamental movement skills: speed and balance into isolated running practises.</p> <p>To begin to implement the fundamental movement skills: power into isolated bating practises.</p> <p>To begin to understand the basic concepts of striking games (two teams, scoring systems).</p> <p>To begin to develop emotional resilience regarding the concept of winning and losing.</p>	<p><b>Gymnastics</b></p> <p>To combine and rehearse different movements with developing fluency.</p> <p>Practises a clear starting position at the start of a routine, responding to a cue to begin.</p> <p>Can follow a simple sequence between 3 to 5 movements.</p> <p>Begins to work in a small team to create a routine with modelling.</p> <p>Displays an awareness of space and obstacles during movements</p>	<p>To begin to develop emotional resilience regarding the concept of winning and losing</p>	<p>To develop and demonstrate enjoyment of using the body to move in creative and expressive ways.</p>	<p>To practise and begin to apply a variety of techniques in a range of jumping events, including take-off and landing, explosive power, body positioning, jumping from height and a range of apparatus (speed bounce, standing long jump, triple jump, and high jump).</p> <p>To begin to evaluate and analyse individual performance to improve athletic ability and personal bests.</p>	<p>To continue to develop boundaries and safety awareness</p>
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