

**Autumn 2 - Curriculum Map - Year 6 – 2015**

<b><u>Subject</u></b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b>	<p><b>Authors and Texts:</b> Continue and conclude final week of Macbeth. Produce a book review and an in-depth character study of pupils' own choice. Compare and contrast the play with other texts with a similar theme and express how and why Shakespeare's tragedy, Macbeth, is effective and still read today.</p>	<p><b>Persuasive Writing:</b> Study the features of non-chronological reports in the form of websites and promotional leaflets. Use the Disney Pixar film Cars as the inspiration to write persuasively. Pupils to produce a poster to persuade cars to visit the rundown town of Radiator Springs which has vanished off the map after the construction of Interstate 40.</p>	<b>Residential</b>	<p><b>Non-chronological report:</b> Use previous research into the features of non-chronological reports to plan a leaflet promoting Manor Adventures, based on the pupils' first-hand experiences during their residential trip. Pupils who have not been on the residential can produce a leaflet on a theme of their own deciding.</p>	<p><b>Non-chronological report:</b> Write, edit and improve leaflet about Manor Adventures residential trips to the Norfolk Lakes and produce a final top copy which reflects the layout and quality of presentation required for this type of persuasive text.</p>	<p><b>Narrative poetry:</b> Immersion in the narrative poem 'The Highwayman' by Alfred Noyes. Focus on imagery and language throughout the text. Discussions about the layout and structure of a narrative poem. Comment on different characters' points of view. Write metaphors taking inspiration from the poem and write a job description for the highwayman.</p>	<p><b>Narrative poetry:</b> Conclusion of the text and comparison with dramatised versions. Write a monologue as Bess, describing the events leading up to her death, waiting for the highwayman to arrive initially with excitement and then increasing foreboding as the soldiers come and bind her. Create a trailer for a dramatised version of the narrative poem using iPads.</p>
<b>Spellings, Punctuation and Grammar</b>	<p><b>Spellings:</b> Use of the hyphen</p> <p><b>Word Classes</b> Nouns: Common nouns,</p>	<p><b>Spellings:</b> Adding suffixes to words ending in -fer</p> <p><b>Word Classes</b> Nouns: Countable and</p>	<b>Residential</b>	<p><b>Spellings:</b> Words with 'que' and 'gue'</p> <p><b>Word Classes</b> Verbs: Verb tenses,</p>	<p><b>Spellings:</b> Homophones</p> <p><b>Word Classes</b> Verbs: Modal and</p>	<p><b>Spellings:</b> Silent letters</p> <p><b>Word Classes</b> Adjectives and Adverbs</p>	<p><b>Spellings:</b> Unstressed letters</p> <p><b>Word Classes</b> Conjunctions and Prepositions:</p>

	proper nouns, abstract nouns and concrete nouns.	non-countable nouns, collective nouns, pronouns, possessive nouns and noun phrases.		subject verb agreement, imperative verbs, finite and not finite verbs and transitive and intransitive verbs.	auxiliary verbs, progressive verb forms and perfect tense.		Identifying the difference between them when used in a sentence.
<b>Writing across the curriculum</b>	<b>RE:</b> What does heaven mean to you? A descriptive piece of writing link to RE work.	<b>I.C.C.</b> To write a modern day Magna Carta.	<b>Residential</b>	<b>Science:</b> Produce a marketing document for their alien detecting devices.	<b>I.C.C.</b> Write a diary entry in role as a knight in either King Richard III or Henry Tudor's army.	<b>I.C.C.</b> Write a balanced argument explaining whether Henry VIII was a good monarch or a tyrant.	<b>RE:</b> Re-write the Christmas story giving it a modern retelling.
<b>Maths</b>	<b>Number: Addition and Subtraction, Multiplication and Division:</b> Divide numbers mentally drawing upon known facts and divide numbers up to 4-digits by up to 2-digit numbers using a formal written method and interpreting remainders.	<b>Number: Fractions:</b> Solve problems involving the calculation of percentages, find fractions of amounts, find equivalent fractions, decimals and percentages and order them.	<b>Residential</b>	<b>Ratio and Proportion:</b> Problems involving relative sizes of two quantities where missing values can be found by using multiplication and division facts.	<b>Number: Addition and Subtraction, Multiplication and Division:</b> When do we add mentally and when do we use formal methods? <b>Measurement:</b> Recap of area, perimeter and volume.	<b>Geometry: Position, direction and movement</b> Read and plot co-ordinates in all four quadrants and consolidate work on reflection, rotation and translation.	<b>Number: Addition and Subtraction, Multiplication and Division:</b> Properties of number and order of operations within calculations. Problem solving and reasoning involving all four processes.
<b>Maths across the curriculum</b>	<b>Computing:</b> Using position and direction to program Lego.	<b>Science:</b> Calculating voltage with different combinations of	<b>Residential</b>	<b>ICC:</b> Timeline of events in the Hundred Years War.	<b>Computing:</b> Using position and direction to program Lego.	<b>Music:</b> Understand the value of musical notation to ensure correct value of	<b>Science:</b> Cost up imaginary pricing for alien units in Science project.

		cells.				beats within a bar are included.	
<b>Science</b>	<b>Electricity</b> Children initiated as cadets into NASA training programme to help with the electrics on the International Space Station. Training phase 1: cadets to build, adapt and review different simple circuits.	<b>Electricity</b> Training phase 2: cadets to learn the symbols for different components and use these to draw their own diagrams. This will be the basis of their cadet assessment. They will also investigate voltage and current.	<b>Electricity</b> Mission 1: cadets to solve a problem encountered on the International Space Station. The astronauts have discovered that the space craft bulbs are malfunctioning. Cadets will solve a range of problems, reporting back solutions.	<b>Electricity</b> Mission 2: cadets to solve a problem encountered on the ISS. The astronauts have discovered that their oxygen buzzer is not working properly. Cadets will solve a range of problems, reporting back solutions.	<b>Electricity</b> Mission 3: cadets to solve a problem encountered on the ISS. The astronauts have discovered that a series of air-locks are not functioning as they should. Cadets will solve a range of switch problems, reporting back solutions.	<b>Electricity</b> Mission 4: cadets to design and pitch their alien alert system to crew on the station to win the NASA research bid. Their system must be able to detect and raise an alarm at alien intrusion.	<b>Electricity</b> NASA research bid: cadets to present their bids to NASA, with completed prototypes to see who will win the bid.
<b>I.C.C. International Creative Curriculum</b>	<b>Changing role of the British Monarchy</b> To develop an understanding of the differences between King Richard and King John. To develop an understanding of the events leading to the Magna Carta.	<b>Changing role of the British Monarchy</b> To learn about the Magna Carta - what it is and why it's still important today. To create a modern day magna carta through discussion.	<b>Residential</b>	<b>Changing role of the British Monarchy</b> To develop an understanding of the type of rulers the Plantagenets were and to understand the events in the 100 Years War. To design a coat of arms which represents the Plantagenets, giving reasons for	<b>Changing role of the British Monarchy</b> To understand how the Tudors came to power. To understand the causes of the Battle of Bosworth. To understand the Tudors' place in history. Write a diary entry in role as a knight in either King Richard III	<b>Changing role of the British Monarchy</b> To use evidence to decide whether Henry VIII was a good or bad king. To write a balanced argument debating the following question: <i>'Henry VIII was a monster who only acted in self-</i>	<b>Changing role of the British Monarchy</b> To understand how Elizabeth I overcame the problems of being a female ruler. To produce a portrait of Elizabeth I showing how she used images and symbolism to convey her characteristics.

				the images included.	or Henry Tudor's army.	<i>interest'. How far do you agree with this statement?</i>	
<b>Computing</b>	<b>Lego Wedo:</b> To build a model using Lego Wedo. Altering algorithms to change how the model works / behaves.	<b>Lego Wedo:</b> To use Scratch to design a program to control a model built for purpose – for example, an automatic door.	<b>Residential</b>	<b>Lego Wedo:</b> To use a distance sensor to design, make and programme a more complex machine.	<b>Lego Wedo:</b> To explore and create algorithms to run a fairground ride.	<b>Lego Wedo:</b> To design a fair ground ride and the algorithms to control them.	<b>Lego Wedo:</b> To build, program and test the fairground rides.
<b>R.E</b>	<b>What difference might a belief in Heaven make to a Christian?</b> What is heaven like?	<b>What difference might a belief in Heaven make to a Christian?</b> To develop our own lines of inquiry about heaven.	<b>Residential</b>	<b>What difference might a belief in Heaven make to a Christian?</b> To know key Christian views and ideas about heaven.	<b>What difference might a belief in Heaven make to a Christian?</b> To create an idea of a new improved place taking account of Christian ideas about heaven.	<b>What does Christmas mean to Christians?</b> To re-write the Christmas story giving it a modern retelling.	<b>What does Christmas mean to Christians?</b> Celebrate Christmas through collective work.
<b>P.E</b>	Volleyball and Dance	Volleyball and Dance	<b>Residential</b>	Volleyball and Dance	Volleyball and Dance	Volleyball and Dance	Volleyball and Dance
<b>Music</b>	<b>African Drumming:</b> Pupils learn about the importance of drumming in African music. They learn two different hits on the djembes and perform a pattern to accompany a song.	<b>African Drumming:</b> Pupils will learn about different African percussion instruments. They will learn and perform a djun djun cyclic pattern.	<b>Residential</b>	<b>African Drumming:</b> Pupils will learn to improvise over the djun djun cyclic pattern. They will build call and response phrases.	<b>African Drumming:</b> Pupils will learn and perform the song 'Degu degu degu'. They will use the song lyrics to generate new rhythmic patterns on the drums.	<b>African Drumming:</b> Pupils will plan, rehearse and perform an African drumming performance. They will review and appraise their work.	<b>African Drumming:</b> Pupils learn about the importance of drumming in African music. They learn two different hits on the djembes and perform a pattern to accompany a song.

<b>French</b>	<b>Eating out</b> Learning the vocabulary for a variety of different drinks. Asking people what they would like and ordering drinks in a café. Vocabulary: Bonjour Je prends Je voudrais S'il vous plait Merci beaucoup Un boisson Chaud lait Jus d'orange Chocolat chaud De l'eau mineral	<b>Eating out</b> Learning the vocabulary for a variety of different ice creams. Asking people what they would like and ordering ice creams on the beach. Glacé Citron Banane Chocolat Frais Ananas Menthe Framboise Délicieux/délicie use	<b>Residential</b>	<b>Eating out</b> At the market. Learning vocabulary for items that can be bought at a market. Learning how to ask for specific amounts in weight and quantity. Des tomates Des champignons Des fraises Un kilo Un demi-kilo Cent grammes Deux cents grammes Une barquette Un sac Qu'est-ce que vous désirez?	<b>Eating out</b> At the restaurant. Being greeted by a waiter. Asking for a table and ordering from a menu in French. Un restaurant Un café Une carte Un serveur Une serveuse L'addition Une table pour deux personnes ... quatre personnes Bon appétit Qu'est-ce que c'est? C'est... Vous désirez?	<b>Eating out</b> Re-enacting a scene in a restaurant where children wait on each other and order food in French. Learning the phrase 'Je prends...' Une entrée Un plat principal Un dessert Une boisson La soupe La pizza Le gâteau Elle prend la soupe	<b>Eating out</b> A fly in the orange juice. A story about a group of friends who order food in restaurants and cafes, but it doesn't all go according to plan... Une mouche Une chenille Un ver Des petites bêtes Déçu Se souvenir Explique Manger Le dessert du jour
<b>PSHE</b>	<b>Paths:</b> <b>Conflict and Resolution:</b> What is conflict?	<b>Paths:</b> <b>Conflict and Resolution:</b> Escalating and deescalating conflict.	<b>Residential</b>	<b>Paths:</b> <b>Conflict and Resolution:</b> Conflict resolution.	<b>Paths:</b> <b>Conflict and Resolution:</b> Conflict resolution.	<b>Paths:</b> <b>Conflict and Resolution:</b> Stating the problem.	<b>Paths:</b> <b>Conflict and Resolution:</b> Being an effective listener during conflict situations.