

Spring 1 - Curriculum Map - Year 6 – 2017

<u>Subject</u>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
English	<p>Narrative Poetry The Highwayman</p> <p>Introduction to the poem with a focus on imagery and language choices.</p> <p>Use drama to interpret how different characters feel at different stages throughout the poem. Write a monologue from the character Bess’s point of view.</p>	<p>Extending Narrative (Holes by Louis Sachar) Introduction to novel. Developing an understanding of the main protagonist, précising the plot and making predictions about future events. Writing a formal, persuasive letter to Mr. Sir to convince him to improve conditions at Camp Green Lake.</p>	<p>Extending Narrative (Holes by Louis Sachar) Study the development of key characters and character stereotypes. Write two contrasting diary entries of the same event demonstrating the differing viewpoints of the characters involved.</p>	<p>Extending Narrative (Holes by Louis Sachar) Consider the viewpoint of the author based on evidence from the text. To evaluate the effectiveness of flashback as a technique to tell a story. Write a newspaper report on the crime Stanley is accused of – stealing the sneakers.</p>	<p>Extending Narrative (Holes by Louis Sachar) Focus on the personal journey Stanley has undertaken since the beginning of the story. Write a description of the desert landscape that Stanley and Zero walk through using the five senses and figurative language to evoke the setting.</p>
Spellings, Punctuation and Grammar	<p>Spellings: Unstressed letters</p> <p>Punctuation and Grammar: Articles and determiners</p>	<p>Spellings: Words ending in ‘cial’ and ‘tial’</p> <p>Punctuation and Grammar: Formal and informal language. Standard/ non-standard English</p>	<p>Spellings: Words ending in ‘ent’ and ‘ant’, ‘ance’, ‘ancy’, ‘ence’ and ‘ency</p> <p>Punctuation and Grammar: Use of an ellipsis. Me, myself and I.</p>	<p>Spellings: Words ending in ‘ous’</p> <p>Punctuation and Grammar: Accurate use of inverted commas.</p>	<p>Spellings: Words ending in ‘cious’ and ‘tious’</p> <p>Punctuation and Grammar: Subjunctive mood.</p>
Writing across the curriculum	<p>R.E.: Children produce mind maps to express what influences them in their decisions about how to conduct</p>	<p>PSHE: Write a response to a conflict situation to be presented to the class.</p>	<p>Science: Write a ‘Just So’ story of pupils’ own.</p>	<p>RE: Children to write their own version of the 10 Commandments.</p>	<p>I.C.C.: Respond to Tower of London trip through a piece of writing of pupils’ own choice.</p>

	their lives.				
Maths	<p>Number: Addition and Subtraction, Multiplication and Division</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p>	<p>Geometry: Properties of shapes</p> <p>Read and draw angles using a protractor; recognise angles where they meet a point, are on a straight line, or are vertically opposite, and find missing angles; illustrate and name parts of circles and know diameter is twice the radius.</p>	<p>Number: Fractions</p> <p>Divide proper fractions by a whole number.</p> <p>Recap simplifying, comparing, adding, subtracting and multiplying fractions.</p> <p>Associate fractions with division and calculate decimal fraction and percentage equivalents.</p>	<p>Measurement:</p> <p>Solve problems involving the calculation and conversion of units of measure, including length, mass, volume and time.</p>	<p>Statistics:</p> <p>Interpret and construct pie charts and use these to solve problems.</p>
Maths across the curriculum	<p>Science:</p> <p>Research data linked to endangered species.</p>	<p>Science:</p> <p>Dealing with large numbers relating to pre-historic events linking to Darwin's theory of evolution.</p>	<p>ICC:</p> <p>Using musical scores and notation accurately whilst creating a jingle for a radio station.</p>	<p>PSHE:</p> <p>Evaluate responses to class presentations using the language of percentages and ratio.</p>	<p>ICC:</p> <p>Using understanding of number to order events chronologically and calculate periods of history.</p>
Science	<p>Evolution and Inheritance</p> <p>Inheritance-Looking at genetic make-up and how humans and animals inherit characteristics.</p>	<p>Evolution and Inheritance</p> <p>Introduce Charles Darwin. Children to model and create their own amoeba out of modelling clay. These will be remodelled and adapted each week for new environments.</p>	<p>Evolution and Inheritance</p> <p>Evolution and adaptation. Introduce a variety of investigations. Can children identify what adaptation is based on these investigations?</p>	<p>Evolution and Inheritance</p> <p>What is adaptation? How are different animals and plants adapted to their environments? Design your own plant that adapts to its specific environment.</p>	<p>Evolution and Inheritance</p> <p>Create your own interpretative dance routine that expresses how life has evolved throughout the history of Earth.</p>

<p>I.C.C. International Creative Curriculum</p>	<p>Changing role of the British Monarchy Assessing the arguments for and against James I being a good king.</p>	<p>Changing role of the British Monarchy Explaining Charles I's personality and describing why parliament didn't like him.</p>	<p>Changing role of the British Monarchy George III Writing in role as George III after the loss of the American economy.</p>	<p>Changing role of the British Monarchy How has the Tower of London been used over time? Research and present ideas to the class.</p>	<p>Changing role of the British Monarchy Tower of London trip. Group sessions based around the theme of 'Royal Responsibility'.</p>
<p>Computing</p>	<p>Making a radio programme Listen to examples of radio stations designed for children. What features need to be included?</p>	<p>Making a radio programme In groups decide on a theme/topic for your radio station of choice. Plan out ideas</p>	<p>Making a radio programme Introduce 'Garage Band' to children. Listen to examples of catchy jingles from a variety of different radio stations. In pairs children create their own jingle by recording different instrumental lines in Garage Band.</p>	<p>Making a radio programme Decide on a guest speaker who is on your show. Write a series of questions to talk to your guest about. Perform and record interview using Garage Band.</p>	<p>Making a radio programme Edit and improve your radio station. Listen and give feedback to groups. Extension: Create a newsflash link to Holes in Literacy.</p>
<p>PSHE</p>	<p>Paths: Number the Stars: Read the novel 'Number the stars'. Discuss underlying themes about life during WW2.</p>	<p>Paths: Number the Stars: Discuss the views and perspectives of different characters throughout the novel.</p>	<p>Paths: Number the Stars: Reflect on how to respond to complex issues that involve different peoples' point of view.</p>	<p>Paths: Number the Stars: Prepare responses to a conflict situation and present ideas to the class.</p>	<p>Paths: Number the Stars: Recognise the use of problem solving by the novel's main character.</p>

<p>R.E.</p>	<p>What would the world be like if everyone followed the Ten Commandments? What are the 10 Commandments? Why are they important?</p> <p>What might a modern version of the 10 Commandments look like today?</p> <p>Children to create their own versions.</p>	<p>What would the world be like if everyone followed the Ten Commandments? Look at the Bible story about the 10 commandments and explain the story. Link to the ‘I wonder’ questions from the previous lesson and hot seat Moses.</p>	<p>What would the world be like if everyone followed the Ten Commandments? Watch Newsround and read First News. Can we find examples of the 10 commandments being met or broken?</p> <p>Is it ever ok to break the 10 Commandments? Discuss different scenarios.</p>	<p>What would the world be like if everyone followed the Ten Commandments? Do you agree with the order of the Commandments? Can you put them in your own order of importance?</p> <p>Design and create 10 Commandments for the school. Do you need to belong to a particular religious belief or are these relevant to all faiths?</p>	<p>What would the world be like if everyone followed the Ten Commandments? Design and create 10 Commandments for the school. Do you need to belong to a particular religious belief or are these relevant to all faiths?</p>
<p>P.E.</p>	<p>Dance-Haka Gymnastics</p>	<p>Dance-Haka Gymnastics</p>	<p>Dance-Haka Gymnastics</p>	<p>Dance-Haka Gymnastics</p>	<p>Dance-Haka Gymnastics</p>
<p>Music</p>	<p>Songwriter: Exploring lyrics and melody Pupils learn about the development of Blues music in work songs and call and response phrasing. They learn to play the blues scale and improvise call and response patterns.</p>	<p>Songwriter: Exploring lyrics and melody Focusing on Blues music following the Emancipation Proclamation. They learn a typical blues accompaniment and perform this along with the blues scale.</p>	<p>Songwriter: Exploring lyrics and melody Pupils learn a twelve bar blues structure. They learn and perform the blues song ‘Good Morning Blues’.</p>	<p>Songwriter: Exploring lyrics and melody Pupils learn how blues developed into swing music. Pupils learn and perform a walking bass.</p>	<p>Songwriter: Exploring lyrics and melody Pupils learn about the invention of the electric guitar and how this changed the sound of the music. They learn and perform a riff.</p>
<p>French</p>	<p>Hobbies My Hobbies Key vocab:</p>	<p>Hobbies Music Key vocab:</p>	<p>Hobbies Musical instruments Key vocab:</p>	<p>Hobbies The weekend Key vocab:</p>	<p>Hobbies Films Key vocab:</p>

<p>Mes passe-temps Le sport La musique La natation Le cyclisme La lecture Les jeux video J'adore Je déteste Tu aimes...? Oui, j'adore... Non, je n'aime pas...</p>	<p>La musique Classique Pop Folk Rock C'est nul! C'est super! C'est ennuyeux! C'est énervant! C'est entraînant! Tu aimes la musique pop? Mais je préfère...</p>	<p>La batterie Le piano La guitar Le saxophone Qu'est-ce que c'est? C'est... Tu joues d'un instrument de musique? Non, je ne joue pas... Oui, je joue...</p>	<p>Le weekend Je regarde la télé Je joue aux jeux video Je vais au parc Je surfe sur le net Qu'est-ce que tu fais le weekend? Qu'est-ce que tu aimes faire le weekend? Qu'est-ce que tu n'aimes pas faire le weekend?</p>	<p>Les films Un film D'action Comique Romantique D'horreur D'aventures Un dessin animé Tu aimes... Tu veux regarder...?</p>
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