

**Spring 2 - Curriculum Map - Year 6 – 2017**

<b><u>Subject</u></b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b>	<p><b>Extending Narrative</b> (Holes by Louis Sachar) To consider how events in Stanley’s and Zero’s lives have culminated in their current predicament and how things could be different. Exploring a range of Flashback stories through drama and video.</p>	<p><b>Book Week ‘Take one book’</b> Each class will read and respond to an individual text throughout the week. All activities for the week will be centred around the content of the book. This might include writing diary entries, letters, imaginative stories, information leaflets or newspaper reports.</p>	<p><b>Information text</b> Research the uses of the Tower of London throughout history.  Produce an information text on the Tower of London which is targeted at a particular target audience.</p>	<p><b>Extending Narrative</b> (Holes by Louis Sachar) Plan and begin to write a flashback story using Holes as a model.  Complete flashback story and edit, paying careful attention to a range of punctuation and formal and informal language.</p>	<p><b>Poetry</b> Writing and performing poems targeting different audiences. Read and respond to a range of poems including City Jungle by Pie Corbett, focusing upon use of personification in poetry. Using film reels and audio stimuli, plan, write, edit and perform own poem personifying an air-raid shelter in the WWII.</p>	<p><b>Explanation</b> Learn about the features of explanation texts including layout, formality of language and use of technical vocabulary. Using iPads, and work undertaken in ICC lessons, research and plan own explanation text on mountains. Edit and improve this work according to the success criteria.</p>
<b>Spellings, Punctuation and Grammar</b>	<p><b>Spellings:</b> Words ending in ‘al’, ‘el’ and ‘le’  <b>Punctuation and Grammar:</b> Using colons and semi-colons in lists and between clauses.</p>	<p><b>Book week</b>  Children will be introduced to a wide range of vocabulary from their class books.</p>	<p><b>Spellings:</b> Words ending in ‘sure’ and ‘ture’  <b>Punctuation and Grammar:</b> Use of a single dash to add information at the end of a sentence and use of a hyphen to add certain prefixes and to join words to eliminate ambiguity.</p>	<p><b>Spellings:</b> Words ending in a ‘shun’ sound  <b>Punctuation and Grammar:</b> The difference between formal and informal language and between standard and non-standard English.</p>	<p><b>Spellings:</b> Words containing ‘ch’  <b>Punctuation and Grammar:</b> Use of an ellipsis to show words are missing and to create dramatic effect at the end of a sentence. Knowing when to use ‘me’, ‘myself’ or ‘I’.</p>	<p><b>Spellings:</b> Words ending in ‘er’, ‘ar’ and ‘or’ and ‘ery’, ‘ary’ and ‘ory’  <b>Punctuation and Grammar:</b> Recap of all grammar covered this year.</p>

<b>Writing across the curriculum</b>	<b>R.E.:</b> Use research skills to investigate questions posed about religious beliefs.	<b>Book Week:</b> See English planning	<b>ICC:</b> Produce an information text on the Tower of London.	<b>Science:</b> Produce a write up for a scientific investigation into shadows.	<b>ICC:</b> Produce a written argument arguing for or against tourism in mountainous areas.	<b>ICC:</b> Write an explanation text about mountains.
<b>Maths</b>	<b>Algebra:</b> Equations involving brackets using simple formulae, recognising and extending number sequences such as square and triangular numbers. Problem solving involving finding missing amounts including using the inverse	<b>Book Week:</b> Activities based around individual class books could include: Algebra problems, Enterprise projects, Engineering problems, Co-ordinate work, Word problems, Open ended investigations.	<b>Measurement:</b> Recap area and perimeter of compound shapes. Calculate area of parallelograms and triangles and other 2D shapes.	<b>Statistics:</b> Calculate and interpret the mean as an average. Solve problems based around a range of bar and line graphs, pie charts and timetables.	<b>Number: Addition and Subtraction, Multiplication and Division:</b> Mental calculations, formal written methods and problem solving also including fractions and measurement.	<b>Number: Addition and Subtraction, Multiplication and Division:</b> Mental calculations, formal written methods and problem solving also including fractions and measurement.
<b>Maths across the curriculum</b>	<b>ICC:</b> Understanding measurements of mountains and hills.	<b>Book Week:</b> See Maths planning.	<b>Science:</b> Measuring shadows and recording using a table and or graph.	<b>ICC:</b> Read grid references in an atlas.	<b>Science:</b> Explore angles when looking at reflection and refraction.	<b>Computing:</b> Analyse success of algorithm used in Scratch game.
<b>Science</b>	<b>Light</b> To discuss the importance of the sun as the main light source on Earth. To learn light travels in a straight line and demonstrate this.	<b>Book Week:</b> Science could include looking at indigenous species, creating animals adapted to an environment, space travel, testing water sources. All activities will be linked to class book.	<b>Light</b> To plan and carry out an enquiry into shadows, recording results and drawing conclusions from findings.	<b>Light</b> Objects are seen because they are a light source or reflect light. Caring for the eyes.	<b>Light</b> Reflection and refraction Children explore light reflection from flat, concave and convex surfaces. Children investigate which surfaces reflect light most effectively.	<b>Light</b> Colours Watch what happens when light passes through a triangular prism and discover how rainbows are formed.

<p><b>I.C.C. International Creative Curriculum</b></p>	<p><b>Mountains:</b> Understanding what a mountain is, examples around the world and how they are formed. Children will earn their plane ticket to Canada by writing a description of the Canadian Rockies including differentiated spicy challenge criteria.</p>	<p><b>Book Week:</b> A wide variety of creative activities linked to class book.</p>	<p><b>Mountains:</b> We'll be travelling through the Rockies looking at some of the geographical features including Banff, Jasper, lakes and glaciers. We will be exploring these different landscapes and thinking about how they have been formed. Children will choose their tourist highlight from the trip and preparing a mini drama tour guide experience for our Travel Canada coach.</p>	<p><b>Mountains:</b> Children will be looking at wildlife in the Rockies and the different habitats they live in. In groups, children will select an ecosystem and create a diorama of the creatures, plants and habitats. Children will write flash cards to go with their dioramas, giving fact files for the different habitats, creatures and food chains.  We will also look at the great salmon migration and how vital this is for all plants and animals in the Rockies.</p>	<p><b>Mountains:</b> Eco-tourism. The children will be looking at experiences offered to tourists visiting Canada, such as the Great Bear Lodge. The Great Bear Rainforest is currently open to helicopter logging and hunting. We will be arguing both sides of the argument for these issues. The Great Bear Lodge is being threatened with closure for logging and changed to a hunting lodge. Children will write a persuasive letter convincing the Canadian government to save the lodge, highlighting the positive impacts of eco-tourism.</p>	<p><b>Mountains:</b> First Nations. We will be looking at the human geography and history of the Rockies, focusing on First Nation art, traditional stories and cultural traditions. Children will be studying totem poles and their meanings, creating their own totem pole that tells a story. They will write their story. If finished, the children can turn these into short plays to perform to the class. We will be discussing how traditional cultures and beliefs can be preserved, celebrated and protected.</p>
<p><b>Computing</b></p>	<p><b>Scratch:</b> Children will design their own light game. Children will investigate light games and identify successful features.</p>	<p><b>Book Week:</b> This week could include using iPad for research of for making trailers/IMovies.  Using laptops to design and create graphs and charts.</p>	<p><b>Scratch:</b> Children will plan their own game narrative and appearance and write the algorithm for this game.</p>	<p><b>Scratch:</b> Children use Scratch to write the programme for their game.</p>	<p><b>Scratch:</b> Children use Scratch to write the programme for their game.</p>	<p><b>Scratch:</b> Play and evaluate games.</p>

<b>PSHE</b>	<b>Paths: Study Skills:</b> To learn to face challenges positively.	<b>Book Week:</b> A discussion of any relevant topics/discussions brought up from the content of the book.	<b>Paths: Study Skills:</b> To develop resilience.	<b>Paths: Study Skills:</b> To seek help and make responsible choices.	<b>Paths: Study Skills:</b> To learn what is appropriate action to take.	<b>Paths: Study Skills:</b> To recognise conflicting emotions and learn when to listen to these and when to ignore them.
<b>R.E.</b>	<b>If life is a journey and does it ever end? (Hinduism)</b>  Engage: Children consider how they are unique and use this to consider how Hindus see themselves and introduce the idea of a soul.	<b>Book Week:</b>  A discussion of any relevant topics / discussions brought up from the content of the book.	<b>If life is a journey and does it ever end? (Hinduism)</b>  Enquire: Compare the beliefs of Hindus and Humanists about life and the soul. Consider personal questions pupils would like to investigate.	<b>If life is a journey and does it ever end? (Hinduism)</b>  Explore: Find the answers to the questions developed in the previous session.	<b>If life is a journey and does it ever end? (Hinduism)</b>  Explore: Find the answers to the questions developed in the previous session.	<b>If life is a journey and does it ever end? (Hinduism)</b>  Evaluate: What do Hindus and Humanists believe? Have we answered our enquiry questions?
<b>P.E.</b>	<b>Basketball Gymnastics</b>	<b>Book Week:</b>  Activities could include dance/games and fitness brought up from the content of the book.	<b>Basketball Gymnastics</b>	<b>Basketball Gymnastics</b>	<b>Basketball Gymnastics</b>	<b>Basketball Gymnastics</b>

<p><b>Music</b></p>	<p><b>What does music sound like in other parts of the World?</b>          Chinese Music – Pupils learn about the importance of the number five in Chinese culture. They learn the pentatonic scale. They learn to perform the song ‘Red Chopsticks’ a song from the Guangdong Province of China sung to celebrate the Chinese New Year.</p>	<p><b>Book Week:</b>          Learning about music from different cultures linked to book content.</p>	<p><b>What does music sound like in other parts of the World?</b>          Caribbean Music – Pupils learn about the history of Caribbean Music. They learn the term syncopation and perform the calypso ‘Lazy Coconut Tree.’</p>	<p><b>What does music sound like in other parts of the World?</b>          Indian Music – Pupils learn about the instruments used in Indian Music. They learn the terms ‘Raga’ and ‘Tala’. They listen to some Indian music and improvise using the notes from a Raga.</p>	<p><b>What does music sound like in other parts of the World?</b>          Irish Music – Pupils learn the term ‘Compound Time.’ They perform different rhythms in compound time. They learn and perform a Jig.</p>	<p><b>What does music sound like in other parts of the World?</b>          African Music – Pupils learn the term Polyrythmic. They compose their own polyrhythmic pattern and take part in a drumming ensemble.</p>
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<b>French</b>	<b>Les roues du bus</b>	<b>Book Week:</b>	<b>En route</b>	<b>À travers la vitre</b>	<b>Au musée</b>	<b>À la campagne</b>
	Vocabulary: Le bus Les roues Le moteur Le klaxon Le bébé Les gens Tournent Les essuie-glaces Qu'est-ce que tu entends? J'entends... J'entends les gens	Could include looking at languages from different cultures, creating your own language and grammatical rules, translating clues from an unknown language.	Chanter Dormir Lire Rêver Jouer aux jeux video Manger des bonbons Bavarder avec mes amis Écouter de la musique Qu'est-ce que tu aimes faire dans le bus? J'aime manger des bonbons dans le bus Qu'est ce ue tu voudrai faire pendant le voyage? Je voudrais rêver.	Un arbre Un oiseau Une ville Un moulin Une vache Un feu tricolore Un camion Une cabine téléphonique Une boîte aux lettres Qu'est-ce que tu vois? Je vois une vache Tu as vu combine de/d' ? J'ai vu... Tu as vu combine de moulins? J'ai vu deux moulins	Une momie Des os de dinosaure Des bijoux anciens Une billetterie Une peinture Des pièces en or Une armure complete Qu'est-ce qu'il y au musée? Il y an une billetterie Il y a des pieces en or	Nager Dessiner Jouer à la balle Faire du cheval Faire un pique-nique Nourir un agneau Ramasser des feuilles Ramasser des mûres Qu'est-ce que tu aimes faire à la campagne? Je vais... Je vais ramasser des mûres.