

**Summer 1 - Curriculum Map - Year 6 – 2017**

| <b><u>Subject</u></b>  | <b>Phase 1</b>  | <b>Phase 2</b>   | <b>Phase 3</b>  | <b>Phase 4</b>  | <b>Phase 5</b>   | <b>Phase 6</b>   |
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| <p><b>English</b><br/>(Including composition, reading comprehension and spoken English.)</p> | <p><b>Reading comprehension</b></p> <p>Working through a variety of non-fiction texts focusing on compression, inference, analysis of language, structure and layout.</p> | <p><b>Reading comprehension</b></p> <p>Working through a variety of fiction texts focusing on compression, inference and analysis of language.</p> | <p><b>Reading comprehension</b></p> <p>Working through a variety of poetry focusing on figurative language, meaning behind the text, rhythm and rhyme and the impact of structure and layout.</p> | <p><b>SATs Week</b></p> <p><b>A variety of activities to be included.</b></p> | <p><b>Narrative</b></p> <p>Planning and beginning to write a flashback story based upon the short story, ‘The Man with the Yellow Face’ by Anthony Horowitz.</p> | <p><b>Narrative</b></p> <p>Use a variety of stimuli to enhance stories including sound effects, imagery and objects. Complete, edit and improving flashback stories.</p> |

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| <p><b>Spellings, Punctuation and Grammar</b></p> | <p><b>Spellings:</b><br/>Words containing the 'f' sound</p> <p><b>Punctuation and Grammar:</b><br/>Recap noun phrases, prepositional phrases, adjectival phrases and adverbials; active and passive sentences and colons and semi-colons.</p> | <p><b>Spellings:</b><br/>Prefixes 'ir', 'in', 'im, and 'il'</p> <p><b>Punctuation and Grammar:</b><br/>Recap modal verbs, co-ordinating and subordinating conjunctions, hyphens and parenthesis.</p> | <p><b>Spellings:</b><br/>Recap spelling strategies from the year</p> <p><b>Punctuation and Grammar:</b><br/>Recap determiners, different types of noun, antonyms and synonyms, direct and indirect speech and associated punctuation and verb tenses and moods.</p> | <p><b>SATs Week</b></p> <p><b>A variety of activities to be included.</b></p> | <p><b>Spellings:</b><br/>Prefixes – auto, trans, bi, tri and semi</p> <p><b>Punctuation and Grammar:</b><br/>Word Families.</p> | <p><b>Spellings:</b><br/>Words with 'u' and 'ou'</p> <p><b>Punctuation and Grammar:</b><br/>Use of bullet points.</p>                                |
| <p><b>Writing across the curriculum</b></p>      | <p><b>ICC:</b></p> <p>Writing a geographical description of the Rocky Mountains.</p>  | <p><b>RE:</b></p> <p>Create enquiry questions to explore 'the progressive revelation'.</p>   | <p><b>ICC:</b></p> <p>Children to write a corresponding First Nation story for the totem pole they have designed.</p>   |   | <p><b>Maths:</b></p> <p>Write a diary entry for a day out at the Lunar theme park.</p>  | <p><b>ICC:</b></p> <p>To write a persuasive letter to the Canadian government about preventing bear hunting and protecting The Great Bear Lodge.</p> |

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| <b>Maths</b>                       | <b>Targeted Maths groups</b><br><br>Each group will be focusing on gaps and areas of weakness that need revision. These will be planned individually to meet the needs of the children within the group. | <b>Targeted Maths groups</b><br><br>Each group will be focusing on gaps and areas of weakness that need revision. These will be planned individually to meet the needs of the children within the group. | <b>Targeted Maths groups</b><br><br>Each group will be focusing on gaps and areas of weakness that need revision. These will be planned individually to meet the needs of the children within the group. | <b>SATs Week</b><br><b>A variety of activities to be included.</b> | <b>Using and applying mathematical learning from this year.</b><br>Design a Lunar theme park. Pupils will need to use their knowledge of area and perimeter, the four operations, money, percentages and apply these to a real life situation. | <b>Using and applying mathematical learning from this year.</b><br>Murder Mystery Maths. Children will need to draw upon a whole range of mathematical concepts to find the guilty party.                                    |
| <b>Maths across the curriculum</b> | <b>ICC:</b><br>Looking at measurements of hills and different mountain ranges.   | <b>Science:</b>  | <b>Science:</b>  |  | <b>Science:</b>  | <b>I.C.C.:</b><br>Look at facts and figures surrounding bears in British Columbia.   |
| <b>Science</b>                     |  |  |  | <b>SATs Week</b><br><b>A variety of activities to be included.</b> | <b>Living Things and Their Habitats</b><br>Early classification including the work by Aristotle 350BCE. Recap on the classification of living things, plants and animals and how they are grouped. Discuss the five kingdoms.                  | <b>Living Things and Their Habitats</b><br>Watch a video about Carl Linnaeus ‘the father of classification’. Learn about how he unified the naming of living things using a binomial Latin system which is still used today. |

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| <p><b>Computing</b></p>                                    | <p><b>Movie Maker:<br/>Creating a Year 2 transition film</b></p> <p>Explore how to plan a film.</p>  | <p><b>Movie Maker:<br/>Creating a Year 2 transition film</b></p> <p>Skype Year 2 pupils to find out what they would like to know about our school.</p>   | <p><b>Movie Maker:<br/>Creating a Year 2 transition film</b></p> <p>Create a story board for their film.</p>   |   | <p><b>Movie Maker:<br/>Creating a Year 2 transition film</b></p> <p>Learn the features of Windows Movie maker and how to use these to good effect.</p>  | <p><b>Movie Maker:<br/>Creating a Year 2 transition film</b></p> <p>Learn how to import and edit film and apply this to their own.</p>   |
| <p><b>I.C.C.<br/>International Creative Curriculum</b></p> | <p><b>Mountains</b></p> <p>What is a mountain? Look at the Earth's structure and how tectonic plates are linked to the formation of mountains. Understand and explain the difference between different mountains. Describe the Rocky Mountains, looking at their global geographical position.</p> | <p><b>Mountains</b></p> <p>National Parks. Look at the different National Parks of Western Canada and their habitats. Identify, explain and describe different physical geography, including: waterfalls, rapids, glaciers and lakes. Look at human geography: where people have settled, tourist attractions and activities e.g. skiing, mountain biking, canoeing and white water rafting. Artwork based on lake reflections. Mountain perspective watercolour to create a class mountain range.</p> | <p><b>Mountains</b></p> <p>Animals of Canada. Look at different animals found in Canada and the Western Coast. Include: grizzly bears, black bears, otters, moose, eagles etc. Compare with animals from the UK. Create mini fact files for different animals.</p> | <p><b>Mountains</b></p> <p>Salmon. Focus on the importance of salmon in the yearly cycle of British Columbia. Look at food webs and create one to show how much relies on the salmon. Follow the salmon through its migration. Write a short diary entry as a salmon on the run up a river dodging predators and hazards. Eagles and blue jays. Is fishing the salmon okay?</p> | <p><b>Mountains</b></p> <p>First Nation culture. Look at the culture, traditions, art and stories of the First Nation people of Canada. Read traditional stories and look at totem poles. Focus on the significance of the different animals in the totem poles as a way of telling a story. Children will design their own totem pole and write a short story to accompany it.</p> | <p><b>Mountains</b></p> <p>Conservation. Look at eco-tourism and conservation work in British Columbia. Debate about different forms of logging and whether these are sustainable. Look at bear conservation and eco-lodges such as The Great Bear Lodge. Imaginary scenario: government is deciding whether to change the lodge into a hunting lodge. Children to write a letter to advocate protecting bears and eco-tourism to protect the ecosystem and creatures who live at Smith Inlet.</p> |



| French | Le temps   | L'étang  | Le jardin  | Dans le jardin   | Les ordures  | Les problems dans l'étang   |
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|        | <p>Il pleut<br/> Il neige<br/> Il y a du soleil<br/> Il y a du vent<br/> Il fait chaud<br/> Il fait froid<br/> Quel temps fait-il?</p> | <p>Une grenouille<br/> Un crapaud<br/> Une libellule<br/> Un poisson<br/> Un cygnet<br/> Un étang<br/> Un triton<br/> Qu'est-ce qu'il y a dans l'étang?<br/> Il y a...<br/> Qui habite dans l'étang?<br/> ... habite dans l'étang.</p> | <p>Un hérisson<br/> Une limace<br/> Un renard<br/> Une souris<br/> Une chenille<br/> Un oiseau<br/> Une araignée<br/> Une mouche<br/> Qu'est-ce qu'il y a dans le jardin?<br/> Il y a...<br/> ...mange qui?<br/> ...mange...</p> | <p>Jouer au foot<br/> Jouer au badminton<br/> Lire<br/> Ramasser des insects<br/> Jouer dans le bac à sable<br/> Jouer avec mes animaux<br/> Arroser les plantes<br/> Planter des arbres<br/> Qu'est-ce que tu aimes faire dans le jardin?<br/> J'aime jouer dans le bac à sable.<br/> Qu'est-ce que tu n'aimes pas faire?</p> | <p>Un journal<br/> Un bocal en verre<br/> Un carton à céréales<br/> Un pot à yaourt<br/> Une boîte vide<br/> Une canette à soda<br/> Une bouteille en plastique<br/> La poubelle à recyclage<br/> Qu'est-ce que c'est?<br/> C'est...<br/> Qu'est-ce que tu jettes dans la poubelle à recyclage?<br/> Je jette...</p> | <p>Un bateau<br/> Un homme<br/> Tout le monde<br/> Seul<br/> Mordiller<br/> Chercher<br/> S'échapper<br/> Un sac d'ordures ramasser</p> |