

**Summer 2 - 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>	<b>Phase 7</b>
<p><b>English</b></p> <p>(Including composition, reading comprehension and spoken English.)</p>	<p><b>Flashback Stories</b></p> <p>Completion of our flashback stories using ‘The Man with a Yellow Face’ and ‘Replay’ for inspiration.</p> <p><b>Reading</b> Book study in Guided Reading groups</p>	<p><b>Flashback Stories</b></p> <p>Editing and improving our flashback stories.</p> <p>Using a wide range of punctuation for effect and a variety of sentence structures.</p> <p><b>Reading</b> A visit to see Anthony Horowitz.</p>	<p><b>Persuasive Writing</b></p> <p>Watch a film clip, ‘Mr. W’. From this, create a job advertisement for the position Mr. W applies for. Consider persuasive language and technical vocabulary. Think about preconceptions and misconceptions.</p> <p><b>Reading</b> Book study in Guided Reading groups</p>	<p><b>Formal Writing</b></p> <p>Re-watch the film clip. Create a CV and letter of application for the job advertisement created in Week 1 in role as Mr. W. Consider writing for purpose – formal audience, standard English and the structure of the piece of writing.</p> <p><b>Reading</b> Book study in Guided Reading groups</p>	<p><b>Traditional Tales and Fables</b></p> <p>Using the film clip ‘The Bat and the Bird’ to discuss stereotyping, preconceptions and how tales can have a twist. Read some of Aesop’s Fables and Roald Dahl’s Revolting Rhymes and compare and contrast these. Plan either a fable or a traditional tale with a twist.</p> <p><b>Reading</b> Book study in Guided Reading groups</p>	<p align="center"><b>CNS Transition Week</b></p> <p align="center"><b>Activity week for the remaining pupils.</b></p>	<p><b>Traditional Tales and Fables</b></p> <p>Draft, from plan, either a fable or a traditional tale with a twist. Edit and improve writing. Pupils to read their tales and fables to the class.</p> <p><b>Reading</b> Book study in Guided Reading groups</p>

<p><b>Spellings, Punctuation and Grammar</b></p>	<p><b>Spellings:</b> Words containing the 'sh' sound</p> <p><b>Punctuation and Grammar:</b> Using hyphenated words within flashback stories.</p>	<p><b>Spellings:</b> Comparatives and superlatives</p> <p><b>Punctuation and Grammar:</b> Expanded noun phrases to improve flashback stories.</p>	<p><b>Spellings:</b> Comparatives and superlatives</p> <p><b>Punctuation and Grammar:</b> Recap of all punctuation for writing at Year 6 standard.</p>	<p><b>Spellings:</b> Suffixes 'ship', 'ment', and 'hood'</p> <p><b>Punctuation and Grammar:</b> Recap the differences between informal and formal and standard and non-standard English.</p>	<p><b>Spellings:</b> Words containing the 'i' sound</p> <p><b>Punctuation and Grammar:</b> Consider grammatical and linguistic choices in writing.</p>	<p style="text-align: center;"><b>CNS Transition Week</b></p> <p style="text-align: center;"><b>Activity week for the remaining pupils.</b></p>	<p><b>Spellings:</b> General recap</p> <p><b>Punctuation and Grammar:</b> General recap</p>
<p><b>Writing across the curriculum</b></p>	<p><b>Literacy:</b> Write a thank you letter for one of the visitors who came during Performing Arts Week.</p>	<p><b>Maths:</b> Write an instructional text explaining how to play the maths games the children designed. This will include differentiated instructions depending on the age of the player and the rules of the game.</p>	<p><b>Refugee Week:</b> Write an information leaflet about how refugees contributed to our local area and the history of settlement in East Anglia.</p>	<p><b>Computing:</b> Write a script for induction videos for Year 2 children.</p>	<p><b>Computing:</b> Edit and improve scripts for induction videos for Year 2 children..</p>		<p><b>PSHE:</b> A reflection of your time at Avenue Junior School.</p>

<p><b>Maths</b></p>	<p><b>Using and applying mathematical learning from this year Games week.</b> Children will need to draw upon a whole range of mathematical concepts to investigate, evaluate and create their own maths based games.</p> <p><b>Mental strategies and concepts</b> Effective strategies for number.</p>	<p><b>Using and applying mathematical learning from this year Famous Mathematicians.</b> Pupils to explore the ideas and concepts of different mathematicians of the past including: Brahmagupta, Fibonacci and M.C Escher.</p> <p><b>Mental strategies and concepts</b> Effective strategies for measures.</p>	<p><b>Using and applying mathematical learning from this year</b> Real life budgeting. Children will look at salaries, mortgage payments, cost of food and living and complete a project about balancing real life bank accounts.</p> <p><b>Mental strategies and concepts</b> Effective strategies for handling money.</p>	<p><b>Using and applying mathematical learning from this year</b> Solving problems and puzzles involving a range of mathematical concepts including: number, statistics, shape and algebra.</p> <p><b>Mental strategies and concepts</b> Effective strategies for shape.</p>	<p><b>Using and applying mathematical learning from this year High school preparation.</b> Pupils to learn about and explore a range of KS3 concepts in preparation for high school including binary code and Pythagoras' theorem.</p> <p><b>Mental strategies and concepts</b> Effective strategies for time.</p>	<p><b>CNS Transition Week</b></p> <p><b>Activity week for the remaining pupils.</b></p>	<p><b>Using and applying mathematical learning from this year.</b> 'Murder Mystery Maths.' Children will need to draw upon a whole range of mathematical concepts to find the guilty party.</p> <p><b>Mental strategies and concepts</b> Effective strategies for number, measures and shape.</p>
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<p><b>Maths across the curriculum</b></p>	<p><b>PE:</b> Base line measurements to assess fitness levels and improvement this year.</p>	<p><b>ICC:</b> Measure river speeds and depth of rivers. Discuss erosion levels and speed limits of the Broads.</p>	<p><b>Science:</b> Exponential growth of bacteria.</p>	<p><b>Science:</b> Take accurate measurements of temperature.</p>	<p><b>Science:</b> Analysing data collected this half term from a number of experiments.</p>	<p style="text-align: center;"><b>CNS Transition Week</b> <b>Activity week for the remaining pupils.</b></p>	<p><b>PE:</b> Take accurate measurements and timings from Sports Day.</p>
<p><b>Science</b></p>	<p><b>Living Things and Their Habitats</b> Fieldwork in the local area – exploring organisms in the school site and the Plantation Garden. Using keys to help identify organisms, creating field-sketches and classifying organisms found based on their characteristics.</p>	<p><b>Living Things and Their Habitats</b> Learning about the classification of micro-organisms. Investigating how micro-organisms can be beneficial. Setting up an investigation in to composting, making observations and recording measurements over the next few days and weeks.</p>	<p><b>Living Things and Their Habitats</b> Planning and setting up a fair test looking at factors that affect the growth of yeast. Understanding the importance of only changing one factor in a fair test. Using the terminology of control, independent and dependent variables.</p>	<p><b>Living Things and Their Habitats</b> Using our knowledge of control, independent and dependent variables to plan and set up our own experiments in to factors affecting the growth of bread mould.</p>	<p><b>Living Things and Their Habitats</b> Researching a habitat to find out about organisms from different Kingdoms that live there. Preparing a group presentation of findings to feedback to the class.</p>		<p><b>Living Things and Their Habitats</b> Presenting out findings to the class from our research last week.</p>
<p><b>Computing</b></p>	<p style="text-align: center;"><b>Movie Maker: Creating a Year 2 transition film</b> Planning, filming, and editing using Windows Movie Maker.</p>						<p><b>Movie Maker: Creating a Year 2 transition film</b>  Show films at Recreation Road Infant School.</p>

<b>I.C.C. International Creative Curriculum</b>	<b>Rivers</b>  To explain the different elements of the water cycle and discuss sustainable water sources.	<b>Rivers</b>  Trip to How Hill to see the Broads. Children will learn about uses of the Broads throughout history and the local habitats that surround the area.	<b>Rivers</b>  To explain the different sections of a river. Label the source, mouth, tributaries etc.	<b>Rivers</b>  Locating key rivers in the UK. Children will re-cap key atlas skills to locate 5 major UK rivers from source to mouth.	<b>Rivers</b>  Children will be able to describe the key features of a river system.	<b>CNS Transition Week Activity week for the remaining pupils.</b>	<b>Rivers</b>  Using water colours in groups. Children will paint either an upper, middle or lower course of the river.
<b>Music</b>	<b>Mulan</b>  Learning songs and rehearsing music and dance in readiness for the end of term production.	<b>Mulan</b>  Learning songs and rehearsing music and dance in readiness for the end of term production.	<b>Mulan</b>  Learning songs and rehearsing music and dance in readiness for the end of term production.	<b>Mulan</b>  Performances			
<b>PSHE</b>	<b>Drugs Education</b>  To understand the effects risks and law relating to cannabis. A definition of what an illegal drug is and the dangers of cannabis use.	<b>Drugs Education</b>  To understand the risk of volatile substance abuse.	<b>Drugs Education</b>  To be aware of the options of how to get help, advice or support with addictions.	<b>Endings and Transitions</b>  To tell us something you have done well this year or that you are proud of from your time at Avenue Junior School.	<b>Endings and Transitions</b>  A wall of worries. Discuss any worries and concerns associated with change in our lives.		<b>Endings and Transitions</b>  Leavers' assembly and celebration of achievement at Avenue Junior School.

<b>R.E.</b>	<b>What can art tell us about the Muslim view of the world?</b> Show pupils a range of Islamic art. Pupils respond to these pieces.	<b>What can art tell us about the Muslim view of the world?</b> The art of the Qur'an. Pupils practise writing using artistic Arabic script.	<b>What can art tell us about the Muslim view of the world?</b> Islamic Geometric Art. Study examples of geometric art looking at shape and patterns.	<b>What can art tell us about the Muslim view of the world?</b> Islamic Geometric Art. Study examples of geometric art looking at shape and patterns.	<b>Recap all the religions covered this year and compare and contrast them.</b>	<b>CNS Transition Week</b> <b>Activity week for the remaining pupils.</b>	<b>Recap all the religions covered this year and compare and contrast them.</b>
<b>P.E.</b>	<b>Athletics/ Rounders</b>	<b>Athletics/ Rounders</b>	<b>Athletics/ Rounders</b>	<b>Athletics/ Rounders</b>	<b>Athletics/ Rounders</b>		<b>Sports Day</b>
<b>French</b>	<b>La famille</b>  Introduce new vocabulary for extended family members.	<b>La famille</b>  Children will be able to describe their own family and state how many siblings they have.	<b>La famille</b>  Children will learn to describe the appearance of different members of their family.	<b>La famille</b>  Children will learn to be able to say ages of family members, and dates of birthdays.	<b>La famille</b>  Describing a birthday party in France.		<b>La famille</b>  A weekend away with the family. Children will learn how to say where they go on holiday with their family.