

**Spring 1 - Curriculum Map - Year 6 – 2018**

<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>English</b>	<b>. Extending Narrative</b> (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.	<b>Extending Narrative</b> (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.	<b>Extending Narrative</b> (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.	<b>Extending Narrative</b> (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.	<b>Persuasive information texts</b>  Following on from our visit to Duxford, we will create a brochure for visitors to the museum. We will look closely at the features for non-narrative writing and shifting formality within our writing.
<b>Spellings, Punctuation and Grammar</b>	<b>Spellings:</b> Silent letters, e.g. calm, autumn, whistle, solemn, doubt, lamb, guilt, knight, thistle, guitar.  <b>Punctuation and Grammar:</b> Articles and determiners	<b>Spellings:</b> Orange words: available, category, existence, controversy, explanation, identity, variety, ancient.  <b>Punctuation and Grammar:</b> Formal and informal language. Standard/ non-standard English	<b>Spellings:</b> The spellings <b>ei</b> and <b>ie</b> , e.g. piece, perceive, receive, believe, achieve, niece, ceiling.  <b>Punctuation and Grammar:</b> Use of an ellipsis. Me, myself and I.	<b>Spellings:</b> Hyphens, e.g. co-operate, re-enter, re-open, co-ordinate.  <b>Punctuation and Grammar:</b> Accurate use of inverted commas.	<b>Spellings:</b> Words ending in <b>-ible</b> and <b>-able</b> , e.g. comfortable, visible, understandably, responsibly.  <b>Punctuation and Grammar:</b> Subjunctive mood.
<b>Maths</b>	<b>Number: Addition and Subtraction, Multiplication and Division</b>  Solve problems involving addition, subtraction, multiplication and division. Looking at problems in a range of different contexts and focusing on solving multi-step problems.	<b>Geometry: Properties of shapes</b>  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.	<b>Number: Fractions</b>  Divide proper fractions by a whole number. Recap simplifying, comparing, adding, subtracting and multiplying fractions. Associate fractions with division and calculate decimal fraction and percentage equivalents.	<b>Statistics:</b>  Interpret and construct pie charts and use these to solve problems.  Using our knowledge of angles to construct accurate pie charts.	<b>Measurement:</b>  Solve problems involving the calculation and conversion of units of measure, including length, mass, volume and time.

<b>Science</b>	<b>Evolution and Inheritance</b> Inheritance-Looking at genetic make-up and how humans and animals inherit characteristics.	<b>Evolution and Inheritance</b> 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.	<b>Evolution and Inheritance</b> Evolution and adaptation. Introduce a variety of investigations. Can children identify what adaptation is based on these investigations?	<b>Evolution and Inheritance</b> What is adaptation? How are different animals and plants adapted to their environments? Design your own plant that adapts to its specific environment.	<b>Evolution and Inheritance</b> Create your own interpretative dance routine that expresses how life has evolved throughout the history of Earth.
<b>I.C.C. International Creative Curriculum</b>	<b>The Battle of Britain</b>  Introduction to the Battle of Britain. What was World War 2? Who was fighting and why? Where does the Britain come into this?  Looking at maps of Europe before and after the war. What could have happened? What information do the maps tell us?  Creating a detailed timeline of the events of the Battle of Britain.	<b>The Battle of Britain</b>  What is an historical source? What can they tell us about the past? What could the limitations be?  What is the RAF? Looking at some view points and diaries of pilots. What qualities does a good pilot need. Creating a job advert for a pilot.  What is radar and why was it important in the Battle of Britain?	<b>The Battle of Britain</b>  How do you win a Battle? Devising a plan to defend East Anglia, against enemy forces. Role playing the Battle to test how successful our plan was.  Comparing our defence plans to the actual events of the Battle, and evaluating their success.	<b>The Battle of Britain</b>  Visit to the Imperial War Museum, Duxford, to see the planes involved in the battle and explore a range of artefacts. Discussing what these artefacts tell us about the past.	<b>The Battle of Britain</b>  Look at air raid pictures by Henry Moore and think about what a war artist does.  Exploring how Henry Moore used tone to make his pictures appear 3-dimentional, and creating our own pictures.  Using one of our pictures as a basis for a clay model. Focusing on joining techniques.
<b>Computing</b>	<b>Making a radio programme</b> Listen to examples of radio stations designed for children.  What features need to be included?	<b>Making a radio programme</b> In groups decide on a theme/topic for your radio station of choice.  Plan out ideas	<b>Making a radio programme</b> 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.	<b>Making a radio programme</b> 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.	<b>Making a radio programme</b> Edit and improve your radio station.  Listen and give feedback to groups.  Extension:  Create a newsflash link to Holes in Literacy.
<b>PSHE</b>	<b>Paths:</b> <b>Number the Stars:</b> Read the novel 'Number the stars'. Discuss underlying themes about life during WW2.	<b>Paths:</b> <b>Number the Stars:</b> Discuss the views and perspectives of different characters throughout the novel.	<b>Paths:</b> <b>Number the Stars:</b> Reflect on how to respond to complex issues that involve different peoples' point of view.	<b>Paths:</b> <b>Number the Stars:</b> Prepare responses to a conflict situation and present ideas to the class.	<b>Paths:</b> <b>Number the Stars:</b> Recognise the use of problem solving by the novel's main character.

R.E.	<p><b>What would the world be like if everyone followed the Ten Commandments?</b></p> <p>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><b>What would the world be like if everyone followed the Ten Commandments?</b></p> <p>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><b>What would the world be like if everyone followed the Ten Commandments?</b></p> <p>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><b>What would the world be like if everyone followed the Ten Commandments?</b></p> <p>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><b>What would the world be like if everyone followed the Ten Commandments?</b></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.E.	<b>Dance based on the Haka Gymnastics</b>	<b>Dance based on the Haka Gymnastics</b>	<b>Dance based on the Haka Gymnastics</b>	<b>Dance based on the Haka Gymnastics</b>	<b>Dance based on the Haka Gymnastics</b>
Music	<p><b>Songwriter: Exploring lyrics and melody</b></p> <p>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><b>Songwriter: Exploring lyrics and melody</b></p> <p>Focusing on Blues music following the Emancipation Proclamation. They learn a typical blues accompaniment and perform this along with the blues scale.</p>	<p><b>Songwriter: Exploring lyrics and melody</b></p> <p>Pupils learn a twelve bar blues structure. They learn and perform the blues song 'Good Morning Blues'.</p>	<p><b>Songwriter: Exploring lyrics and melody</b></p> <p>Pupils learn how blues developed into swing music. Pupils learn and perform a walking bass.</p>	<p><b>Songwriter: Exploring lyrics and melody</b></p> <p>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>
French	<p><b>Family</b></p> <p>Drawing and labelling different family members. Asking the question: C'est qui? And answering using C'est...</p> <p>Looking at when to use an accent on the letter è, as words are not spelled correctly without it.</p> <p>Practising writing out œ and ç and using mon, ma and mes to state it is 'my'</p>	<p><b>Household tasks</b></p> <p>Talking about the tasks that we do to help out at home. Writing sentences about the household tasks we have done this week. Asking the question 'Tu as....hier?'</p> <p>Moving on to replacing the word 'hier' (yesterday) for days of the week.</p>	<p><b>Free Time</b></p> <p>Drawing a picture of what we would like to do on a family weekend. Answering the question : Qu'est-ce que tu fais avec ta famille pendant le weekend?</p> <p>Learning the vocabulary and sentence structures needed to answer this question.</p>	<p><b>Birthdays</b></p> <p>Learning the vocabulary around birthdays and how to describe family members at a birthday party.</p> <p>Designing and making a birthday card for a family member in French.</p>	<p><b>Cinderella</b></p> <p>Reading the story of Cinderella together in French. Working on our listening and reading skills.</p> <p>Taking part in role play, responding to questions about the story.</p>