

Year 6 Curriculum Map – Spring 2

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
English	<p align="center"><u>Poetry</u></p> <p>Using a range of stimuli and figurative language to create a poem personifying an air raid shelter.</p>	<p align="center"><u>First person recount</u></p> <p>Using historical sources, including audio clips and written real-life accounts, to plan a first person recount of a pilot involved in a Battle of Britain dogfight.</p>	<p>Year 6 residential to Norfolk Lakes.</p>	<p align="center"><u>First person recount</u></p> <p>Carrying on from our work in phase 2, writing and editing a first person recount of a pilot involved in a Battle of Britain dogfight.</p>	<p align="center"><u>Presentation skills</u></p> <p>Linking to our ICC work on mountains, children will produce an information text about mountains using a medium of their choice.</p>
Grammar, Punctuation and Spelling	<p align="center"><u>Grammar/Punctuation</u></p> <p>Parenthesis: Using commas, brackets and dashes to add extra information to sentences. Using a single dash at the end of a sentence to add extra information.</p> <p align="center"><u>Spelling</u> Words ending in –ible and –able.</p>	<p align="center"><u>Grammar/Punctuation</u></p> <p>Phrases and clauses: Looking at the difference between a clause and a phrase. Recap of different types of phrase (e.g. adverbial phrase, noun phrase, proposition phrase). Recapping the difference between a main clause and a subordinate clause.</p> <p align="center"><u>Spelling</u> Common mistakes.</p>	<p>Year 6 residential to Norfolk Lakes.</p>	<p align="center"><u>Grammar/Punctuation</u></p> <p>Active and passive: Identifying subjects and objects within a sentence. Identifying whether sentences are written in the active or passive voice.</p> <p align="center"><u>Spelling</u> Plural nouns</p>	<p align="center"><u>Grammar/Punctuation</u></p> <p>Tenses: Defining the different tense types that we know. Identifying the past progressive form of verbs. Recap of perfect tense.</p> <p align="center"><u>Spelling</u> Words that do not follow a taught spelling rule.</p>
Maths	<p align="center"><u>Geometry</u></p> <p>Finding the area and perimeter of compound shapes, triangles and parallelograms. Classifying 2D shapes based on their properties.</p>	<p align="center"><u>Problem solving</u></p> <p>Solving problems involving sequences, missing numbers and negative numbers. Calculating the mean as an average. Interpreting timetables.</p>	<p>Year 6 residential to Norfolk Lakes.</p>	<p align="center"><u>Geometry</u></p> <p>Identifying the properties of 3D shapes. Recognising 3D shapes from their nets.</p> <p align="center"><u>Statistics</u></p> <p>Interpreting information from conversion line graphs.</p>	<p align="center"><u>Problem Solving</u></p> <p>Solving reasoning problems using skills taught this half term, with a particular focus on explaining our reasoning using correct mathematical vocabulary.</p>

Science	<u>Light</u> Understanding and demonstrating scientifically that light travels in a straight line. Designing a test to prove that light travels in straight lines.	<u>Light</u> Understanding how shadows form and how they can change. Working out how you could create a sundial and what we would need to do to ensure we could use it again accurately after it had been moved?	Year 6 residential to Norfolk Lakes.	<u>Light</u> Understanding how our eyes work. Completing a diagram of the human eye and explaining how we see things. Create a pinhole camera using Pringles tubes.	<u>Light</u> Understanding refraction/dispersion. Using prisms and glasses of water for dispersions to create rainbow effects. Exploring the reasons as to why this happens.
ICC	<u>River deep, mountain high</u> Locating regions on a map. Using the lines of longitude and latitude, plotting major mountain ranges on a map.	<u>River deep, mountain high</u> Understanding geographical processes. Introduction to James Fisk, American explorer who led an expedition across the Rockies. Exploring the process of mountain formation through tectonic plate movements.	Year 6 residential to Norfolk Lakes.	<u>River deep, mountain high</u> Understanding and using maps. Using lines of relief to locate features on a mountain range. Plotting the best route to travel through a range.	<u>River deep, mountain high</u> Communicating geographically. Learning key points about weather systems in mountain ranges, and how travellers might prepare for a journey. Creating a presentation, in character as Fisk, informing people about his journey.
Computing	<u>e-safety</u> What makes a good password? Discussing the rules for strong passwords. Creating a short film to teach others the rules.	<u>C.A.D. (Computer aided design)</u> Exploring the program 'sketch up' for 3D modelling. Learning about the features of the program and experimenting with these.	Year 6 residential to Norfolk Lakes.	<u>C.A.D. (Computer aided design)</u> Using 'sketch up' tools to design and make a 3D model of a 'dream house'.	<u>C.A.D. (Computer aided design)</u> Continuing to create a model of our 'dream house' including adding a second floor and thinking about building materials needed.
French	<u>A weekend with friends</u> Describing weekend leisure activities.	<u>A weekend with friends</u> Describing our hobbies.	Year 6 residential to Norfolk Lakes.	<u>A weekend with friends</u> Stating opinions about our hobbies.	<u>A weekend with friends</u> Reading a French story about a sleepover. Designing an invitation.
	<u>What is the meaning of progressive Revelation to</u>	<u>What is the meaning of progressive Revelation to</u>		<u>What is the meaning of progressive Revelation to</u>	<u>What is the meaning of progressive Revelation to</u>

RE	<u>Baha'is?</u> Engage – Understanding the golden rule.	<u>Baha'is?</u> Explore – Introduction to the Baha'i faith exploring the oneness of religions.	Year 6 residential to Norfolk Lakes.	<u>Baha'is?</u> Evaluate – How far do you agree with the Baha'i belief?	<u>Baha'is?</u> Express – create a logo or image to illustrate the idea of a progressive religion.
PE	Outdoor adventurous activities Fitness circuit	Outdoor adventurous activities Fitness circuit	Year 6 residential to Norfolk Lakes.	Outdoor adventurous activities Fitness circuit	Outdoor adventurous activities Fitness circuit
Music	<u>What does music sound like in other parts of the World?</u> 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.	<u>What does music sound like in other parts of the World?</u> Caribbean Music – Pupils learn about the history of Caribbean Music. They learn the term syncopation and perform the calypso 'Lazy Coconut Tree.'	Year 6 residential to Norfolk Lakes.	<u>What does music sound like in other parts of the World?</u> 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.	<u>What does music sound like in other parts of the World?</u> Irish Music – Pupils learn the term 'Compound Time.' They perform different rhythms in compound time. They learn and perform a Jig.