

Summer 1 - Curriculum Map - Year 6 – 2018

<p align="center">English</p> <p>(including reading, writing, Spellings, Punctuation and Grammar)</p>	<p>Writing focus: ‘The Land of Never-believe’ Exploring the book and looking at how the creatures are described. Designing our own creatures that could be included in the book and using scientific language to describe it.</p> <p>Reading focus: Narrative texts</p> <p>Spelling focus: Plural nouns</p> <p>Punctuation and Grammar: Active voice and Passive voice Apostrophes Recap of grammar terminology taught in the spring term.</p>	<p>Writing focus: ‘The Land of Never-believe’ Drafting a scientific profile of the creature they designed last week. Using a ‘discriptosaurus’ to improve our word choices.</p> <p>Reading focus: Non-fiction writing</p> <p>Spelling focus: Homophones and other words that are often confused</p> <p>Punctuation and Grammar: Tenses and verbs</p>	<p>Writing focus: ‘The Land of Never-believe’ Creating our final scientific profile for our creature, focusing on language choices, the editing process and layout to support the reader.</p> <p>Reading focus: Poetry</p> <p>Spelling focus: Year 5 and 6 spelling words</p> <p>Punctuation and Grammar: Word classes (e.g. determiners, conjunctions, adverbs, nouns, prepositions)</p>	<p>Recap week in preparation for SATs:</p> <p>Reading focus: Narrative texts</p> <p>Spelling focus: Year 5 and 6 spelling words.</p> <p>Punctuation and Grammar: Recap of the punctuation taught in Key Stage 2.</p>	<p align="center">SATs Week</p>	<p align="center">Take one book week</p>
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<p>Maths</p>	<p>SATs revision: This week focusing on:</p> <p>Multiplying two multiples of 10, calculating missing values of equivalent fractions, adding and subtracting with decimals, finding the value of an algebraic term, solving measure word problems (capacity, length, time and money), using short division</p>	<p>SATs revision: This week focusing on:</p> <p>Using long multiplication, solving temperature problems, solving missing digit problems, calculating the size of a missing angle, identifying coordinates reflected across an axis, calculating the percentage of an amount, adding and subtracting mixed numbers and proper fractions.</p>	<p>SATs revision: This week focusing on:</p> <p>Calculating the volume of a shape, calculating using bus timetable, Using BODMAS to calculate, identifying triangles with different areas and identifying diagonals that cross at right angles, finding common multiples of two numbers, solving mass word problems.</p>	<p>SATs revision: This week focusing on:</p> <p>Calculating 100,000 more or less than a number, solving fraction word problems, rounding to the nearest 100 and 1,000, solving money word problems, explaining inverse operations.</p>	<p>SATs Week</p>	<p>Take one book week</p>
<p>Science</p>	<p><u>Light</u></p> <p>Understanding and demonstrating scientifically that light travels in a straight line. Designing a test to prove that light travels in straight lines.</p>	<p><u>Light</u></p> <p>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.</p>	<p><u>Light</u></p> <p>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.</p>	<p><u>Light</u></p> <p>Understanding refraction/dispersion. Using prisms and glasses of water for dispersions to create rainbow effects. Exploring the reasons as to why this happens.</p>		

<p>Computing</p>	<p>Coding with Python</p> <p>Introduction to Python and the controls. Exploring the difference between Python and Scratch.</p> <p>Beginning to create an algorithm to create a Python story.</p>	<p>Coding with Python</p> <p>Continuing with our Python story by exploring more of the basic functions and code within the program.</p>	<p>Coding with Python</p> <p>Working with variables. Exploring what a variable is within some code and using them to improve out Python story.</p>	<p>Coding with Python</p> <p>Exploring procedures within Python and applying these to our code.</p> <p>Importing other pieces of code into our story.</p>	<p>SATs Week</p>	<p>Take one book week</p>		
<p>I.C.C. International Creative Curriculum</p>	<p>Shang China</p> <p>Explore historical sources relating to Fu Hao, whose tomb was found in the 1970s- what can we learn about her?</p>	<p>Shang China</p> <p>Children discovering more about the life of Fu Hao, and how we might use information to make judgements about why she is important, and how we can use information to support our ideas.</p>	<p>Shang China</p> <p>Children communicating historically to create a monument to Fu Hao- deciding whether she is a hero/ villain, and how we should portray her.</p>	<p>Shang China</p> <p>Children completing their monument designs, with diagrams and labels to explain their ideas</p>				
<p>Music and Choir</p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>				

<p>R.E.</p>	<p>How does being a Buddhist affect your life?</p> <p>To understand what Buddhism is. To learn more about the life of Siddhartha Gautama and the 4 Noble Truths.</p> <p>To consider what can be done in order to reduce our own and other's suffering.</p> <p>Creating our own 8 steps to achieving this and comparing them to the 8-fold path in Buddhist teachings.</p>	<p>How does being a Buddhist affect your life?</p> <p>Does a religion need to have a god? Can you worship without one? To understand how Buddhists live their faith, the importance of a Buddhist Shrine. Understanding meditation and considering when, in their lives, they can benefit from having somewhere quiet to be able to think</p>	<p>How does being a Buddhist affect your life?</p> <p>To understand the level of symbolism in different depictions of the Buddha.</p> <p>Drawing the Buddha's face accurately using guidelines left in a Buddhist legend and understanding the symbolism contained within it.</p>	<p>How does being a Buddhist affect your life?</p> <p>To look further in to Buddhist symbolism in other images and teachings.</p> <p>Following instructions carefully in order to create our own origami lotus flower.</p> <p>To explore Buddhist stories and teachings, looking for the moral of the stories and understanding what aspects of belief they illustrate.</p>	<p>SATs Week</p>	<p>Take one book week</p>
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<p>French</p>	<p>I can say what I am going to do (future tense)</p> <p>Learning the song 'Je vais jouer!' (I am going to play). Children will make up actions to go with the song and use them as they are singing.</p> <p>I can say what I will do this weekend (ce weekend)</p> <p>Completing some writing using these structures :</p> <p><i>Qu'est-ce que tu vas faire ce weekend?</i> What are you going to do this weekend? <i>Je vais...</i> I'm going... <i>Qu'est-ce qu'on va faire ce weekend?</i> What are we going to do this weekend? <i>On va...</i> We're going...</p>	<p>I can describe what I and others will do tomorrow (demain)</p> <p>Speaking practice using these structures :</p> <p><i>"Qu'est-ce que tu vas faire demain?"</i> ("What are you going to do tomorrow?") <i>"Je vais X."</i> ("I'm going to X.").</p> <p><i>"Qu'est-ce que Y va faire demain?"</i> ("What is Y going to do tomorrow?"). <i>"Y va X."</i> ("Y is going to X.").</p>	<p>I understand how nouns and adjectives need to agree (masculine and feminine).</p> <p>Making a wordsearch using the vocab the vocab learnt so far, with particular focus on the noun-adjective agreement. e.g. une petite princesse; un petit troll etc.</p>	<p>I can give more detailed information about how I am feeling</p> <p>Children will draw a picture of themselves that shows how they are feeling today. They write a full sentence in French that describes this e.g. <i>"Je suis en colère."</i> ("I'm angry).</p> <p>I can learn the French version of The Three Billy Goats Gruff</p> <p>Learning a new version of the well-known story. Children will think of three adjectives to describe each of the characters in the story. Then they will translate the adjectives into French using a dictionary.</p>	<p>SATs Week</p>	<p>Take one book week</p>
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PE

Athletics (Running, jumping, throwing)

Tennis