

**Autumn 2 - Curriculum Map - Year 6 – 2018**

<b><u>Subject</u></b>	<b>Phase 1</b>	<b>Phase 2 &amp; Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 6</b>	<b>Phase 7</b>
<b>English</b>	<p><b>Authors and Texts</b> Introduce the character of Lady Macbeth and understand the persuasive tactics she uses to influence Macbeth. To write a persuasive letter in role as Lady Macbeth, convincing Macbeth to commit murder.</p>	<p><b>Authors and Texts</b> Use speaking and listening skills to explore internal turmoil of Macbeth using techniques such as conscience alley and hot seating. To understand the motives behind Macbeth’s decision to murder Duncan. Exploring the complexity of Macbeth’s emotions and exploring his inner turmoil and how this manifests within his words and actions as the play progresses. To plan, write and edit a soliloquy written in role as Macbeth.</p>	<p><b>Authors and Texts</b> To understand the reactions of the characters to the murder of Duncan and to discover how Shakespeare’s verse technique and staging supports and reveals their feelings. To deliberate who or what is ultimately responsible for Macbeth’s downfall and write an argument text debating this.</p>	<p><b>Narrative Poetry: the Highwayman</b> Focusing on imagery and language throughout the text. Discussions about the layout and structure of a narrative poem. Comment of different characters’ points of view. Analysing metaphors and writing a job description for the highwayman. Write a description of the setting using figurative language.</p>	<p><b>Narrative Poetry: the Highwayman</b> Comparing the text with dramatized versions. Writing a monologue as Bess, describing the events leading up to her death using emotive language and varying sentence construction.</p>	<p><b>Narrative Poetry: the Highwayman</b> Create a trailer for a dramatised version of the narrative using iPads involving individual and group performances of the poem.</p>

<b>Grammar and punctuation</b>	Use of dashes to add information and the use of hyphens.	Nouns and noun phrases, pronouns and collective nouns.	Identifying verbs. Keeping tenses consistent. Subject verb agreement. Modal verbs, progressive verb forms and the perfect tense.	Adjectives and adverbs.	Identifying and using conjunctions and prepositions.	Recap of word classes learnt this half term.	
<b>Maths</b>	<b>Fractions: Comparing and ordering fractions</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1. Generate and describe linear number sequences (with fractions)	<b>Fractions: Addition and subtraction</b> Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.	<b>Fractions: Multiplying and dividing</b> Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers	<b>Fractions: calculating fractions of amounts</b> Associate a fraction with division and calculate decimal fraction equivalents (for example 0.375) for a simple fraction. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	<b>Geometry: Co-ordinates, translations and reflections</b> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	<b>Geometry: Co-ordinates, translations and reflections</b> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	<b>Assesments and consolidation</b>
<b>Science</b>	<b>Animals Including Humans</b> Consolidation and completion of our work on the human	<b>Electricity</b> Introduction to electricity and electrical safety. What do we already know and what	<b>Electricity</b> Learning to understand and draw circuit diagrams. To understand how to change the	<b>Electricity</b> To understand the terms conductor and insulator and understand that not all metals	Exploring the use of light in Christmas displays. Using our knowledge of parallel circuits to	<b>Electricity</b> Exploring the use of light in Christmas displays. Using our knowledge of parallel	<b>Electricity</b> Designing circuits including bulbs and buzzers to enable us to communicate

	circulatory and digestive systems.	do we want to find out?	brightness of a bulb in a series circuit and to become more familiar with parallel circuits.	are magnetic but that all are conductors of electricity. We will design circuits and create electromagnets to test different metals for electrical conductivity and magnetism.	design and construct circuits which include flashing lights to use in our own Christmas displays.	circuits to design and construct circuits which include flashing lights to use in our own Christmas displays.	Christmas jokes via Morse code.
<b>I.C.C. International Creative Curriculum</b>	<b>The Tudors</b> The trial of Francis Drake – hero or pirate? Using available evidence to discuss and debate whether Francis Drake could now be considered a hero or a pirate, justifying decisions made.	<b>The Tudors</b> Spanish Armada – group research using different historical sources to produce a display piece on the causes, events and eventual failure of the armada.	<b>The Tudors</b> Understanding the distribution of natural resources and Tudor era trade and commerce.	<b>The Tudors</b> Art: Printing Looking at the work of Andy Warhol and demonstrating his technique, looking specifically at his portrait of The Queen.	<b>The Tudors</b> Art: Printing Painting backgrounds and etching tiles ready to print of Tudor style monarchs.	<b>The Tudors</b> Printing three different layers to our portraits of Tudor monarchs, adding detail to the tile each time.	<b>Christmas Fayre</b> Craft making related to our school Christmas Fayre.
<b>Computing</b>	<b>Spreadsheets</b> Learning about the purpose of spreadsheets. Entering data and formulae into spreadsheets. Learning how to format cells.	<b>Spreadsheets</b> Creating graphs, ordering data and using the SUM function. Creating a hockey league table using our new skills.	<b>Spreadsheets</b> Creating totals and averages for data. Learning about automatic recalculation when editing.	<b>Spreadsheets</b> Solving a ‘pocket money problem’ using the spreadsheet skills we have learnt this half term.	<b>Spreadsheets</b> Planning a Christmas party within a certain budget. Children will be calculating quantities and totals by using a spreadsheet.	<b>Spreadsheets</b> After a recap of the skills learnt so far, and the potential use of a spreadsheet, children are given an open-ended challenge to design their own.	

<b>R.E</b>	<b>What does Islamic art tell us about Muslim beliefs?</b> Children shown examples of Islamic art, and considering how this links to the idea of Allah. Children reflecting on what their idea of God is.		<b>What does Islamic art tell us about Muslim beliefs?</b> By creating their own examples of art using Islamic techniques, children are to explore how this relates to Islamic beliefs.		<b>What does Islamic art tell us about Muslim beliefs?</b> Through using Islamic calligraphy, children are to explore how meaning is created through the techniques of Islamic art.		
<b>P.E</b> P.E. may vary according to class, location and weather.	<b>Ultimate Frisbee / Gymnastics</b>			<b>Badminton</b>			
<b>French</b>	<b>Les actions (actions)</b>  <b>I'm looking for the pirate</b> <i>Je cherche le pirate</i>  <u>Vocabulary:</u> <i>je cherche</i> I'm looking for <i>en bas</i> down there <i>en haut</i> up there <i>à droite</i> to the right <i>à gauche</i> to the left <i>partout</i> everywhere <i>dans le magasin</i> in the shop <i>dans le parc</i> in the park <i>dans la bibliothèque</i> in the library	<b>Les actions (actions)</b>  <u>Vocabulary:</u> <i>je ris</i> I'm laughing <i>je pleure</i> I'm crying <i>je parle</i> I'm talking <i>je marche</i> I'm walking <i>je cours</i> I'm running <i>je danse</i> I'm dancing <i>je chante</i> I'm singing <i>beaucoup</i> a lot <i>un peu</i> a bit	<b>Les actions (actions)</b>  <b>In the cupboard</b> <i>Dans le placard</i>  <u>Vocabulary:</u> <i>le placard</i> the cupboard <i>la peinture</i> the paint <i>le carton</i> the cardboard <i>le pinceau</i> the paintbrush <i>les paillettes (f)</i> the glitter <i>le papier de soie</i> the tissue paper <i>le papier feutre</i> the felt <i>la laine</i> the wool <i>le ruban adhésif</i> the sticky tape	<b>Les actions (actions)</b>  <b>More actions</b> <i>Plus d'actions</i>  <u>Vocabulary:</u> <i>je bois</i> I drink <i>je frappe</i> I knock <i>je conduis</i> I drive <i>je monte</i> I go up <i>je descends</i> I go down <i>je tourne</i> I turn <i>j'écris</i> I write <i>vite</i> quickly <i>lentement</i> slowly	<b>Les actions (actions)</b>  <b>Treasure hunt</b> <i>La chasse au trésor</i>  <u>Vocabulary :</u> <i>un fossile</i> a fossil <i>une bouteille vide</i> an empty bottle <i>une vieille botte</i> an old boot <i>une coquille</i> a shell <i>un galet</i> a pebble <i>du bois flottant</i> some driftwood <i>le trésor</i> the treasure <i>un canard en plastique</i> a rubber duck	<b>Les actions (actions)</b>  <b>A treasure hunt</b> <i>Une chasse au trésor</i>  <u>Vocabulary:</u> <i>une bibliothèque</i> a library <i>une corde à sauter</i> a skipping rope <i>heureux</i> happy <i>en colère</i> angrily <i>ranger</i> to tidy <i>comprendre</i> to understand <i>une carte au trésor</i> a treasure map <i>dans tous les sens</i> from every angle <i>une salle de musique</i> a music room	<b>Christmas in France</b>  Looking at French traditions around Christmas time. How are they different or similar?

<p><b>PSHE</b></p>	<p><b>Study and organisation skills</b> Introducing the concept of study skills and their usefulness.</p>	<p><b>Study and organisation skills</b> Improving study skills and classroom behaviour by increasing attentiveness.</p>	<p><b>Study and organisation skills</b> Teaching about the importance of good listening.</p>	<p><b>Study and organisation skills</b> Discussing successful and unsuccessful approaches to school work.</p>	<p><b>Study and organisation skills</b> Teaching a way to get ready for approaching work.</p>	<p><b>Study and organisation skills</b> Teaching children to be better organised in school and at home.</p>	<p><b>Study and organisation skills</b> Using our study skills to set goals and make a positive change.</p>
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