

Spring 1 - Curriculum Map - Year 6 – 2019

Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English	<p>Extending Narrative (Holes by Louis Sachar)</p> <p>Introduction to novel. Developing an understanding of the main protagonist, précising the plot and making predictions about future events. Writing a formal, persuasive letter concerning the conditions at Camp Green Lake.</p>	<p>Extending Narrative (Holes by Louis Sachar)</p> <p>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.</p>	<p>Extending Narrative (Holes by Louis Sachar)</p> <p>Consider the viewpoint of the author based on evidence from the text. Write a newspaper report based on a tip-off that something is not quite right at Camp Green Lake</p>	<p>Extending Narrative (Holes by Louis Sachar)</p> <p>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.</p>	<p>Extending Narrative (Holes by Louis Sachar)</p> <p>To evaluate the effectiveness of flashback as a technique to tell a story. Use role play and drama to create flashbacks for our own writing.</p>	<p>Persuasive information texts</p> <p>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</p>
Spellings, Punctuation and Grammar	<p>Spellings: Silent letters, e.g. calm, autumn, whistle, solemn, doubt, lamb, guilt, knight, thistle, guitar.</p> <p>Punctuation and Grammar: Articles and determiners</p>	<p>Spellings: Orange words: available, category, existence, controversy, explanation, identity, variety, ancient.</p> <p>Punctuation and Grammar: Formal and informal language. Standard/ non-standard English</p>	<p>Spellings: The spellings ei and ie, e.g. piece, perceive, receive, believe, achieve, niece, ceiling.</p> <p>Punctuation and Grammar: Use of an ellipsis. Me, myself and I.</p>	<p>Spellings: Hyphens, e.g. co-operate, re-enter, re-open, co-ordinate.</p> <p>Punctuation and Grammar: Accurate use of inverted commas.</p>	<p>Spellings: Words ending in -ible and -able, e.g. comfortable, visible, understandably, responsibly.</p> <p>Punctuation and Grammar: Subjunctive mood.</p>	<p>Spellings: Commonly misspelt words eg whose and who's, its and it's, your and you're, their, there and they're</p> <p>Punctuation and Grammar: Parenthesis and the use of a single dash to add extra information</p>
Guided Reading	<p>Guided Reading sessions take place each week. They often focus around texts, extracts and sources to further our learning in ICC and science. This half term we will also be looking in depth at the novel Holes by Louis Sachar within our writing sessions.</p>					
Maths	Decimals		Percentages		Algebra	
	<p>Identify the value of each digit in numbers given to 3 decimal places.</p> <p>Multiply numbers by 10, 100 and 1,000, giving answers up to 3 decimal places.</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p>		<p>Solve problems involving the calculation of percentages [for example calculating 15% of 360, increasing 360 by 20% and 30% of what is 90]</p> <p>Using percentages for comparison.</p> <p>Recognising that 15% x 100 is the same as finding 15% of 100</p>		<p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of</p>	

	Solve problems which require answers to be rounded to specified degrees of accuracy.		Recall and use equivalences between simple fractions, decimals and percentages in different contexts.		combinations of two variables.	
Science	Introduction to evolution and inheritance. Introduction to evolution and inheritance. Exploring inherited and acquired characteristics and introducing some of the key vocabulary for the unit: variation, parent, fossil record, identical, non-identical, parent, offspring, adaptation, environment, characteristics, population, generation, acquired and inherited.	Introduction to evolution and inheritance. Looking at how characteristics are inherited by an organism's offspring. Exploring a simplified picture of the role of dominant and recessive genes in passing down characteristics from parent to offspring.	Adaptation and Evolution Understanding the importance of variation within a population. Finding out more about the work of Charles Darwin, particularly in the Galapagos Islands, and how this helped to develop theories on the evolution of species. Focussing on Darwin's study of populations of ground finches.	Adaptation and Evolution Looking natural selection in action through the survival of different colours of Peppered Moths in England during the Industrial Revolution. Exploring this through looking at the work of Dr Henry Kettlewell during the 1950s and how his studies supported the idea of Natural Selection.	Adaptation and Evolution Looking at different ways fossils can be formed. Exploring the usefulness and limitations of the fossil record in studying evolution of organisms. Using the fossil records to discover similarities and differences between prehistoric animals and those found on Earth today, focussing in particular on the evolution of the whale.	Adaptation and Evolution Looking at some of the more unusual adaptations of organisms found on the Earth today. Considering how these organisms may have evolved and creating a possible evolutionary journey for their chosen organism based on their learning from the unit.
I.C.C. International Creative Curriculum	The Battle of Britain What was World War 2? What were the main reasons that war broke out in 1939? Who was fighting and why? Where does 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?	The Battle of Britain What was the Battle of Britain? Ordering of historical events on a timeline to place the timing of the war in a historical context. Generating a suitable scale for the timeline.	The Battle of Britain 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.	The Battle of Britain What is the RAF? Looking at some view points and diaries of pilots. What qualities does a good pilot need. What is an historical source? What can they tell us about the past? What could the limitations be? Visit to the Imperial War Museum, Duxford, to see the planes involved in the battle and explore a	The Battle of Britain Finding out about the pilot Douglas Bader. Continuing to look at view points and diaries of pilots. What qualities does a good pilot need Creating a job application for a pilot considering the qualities required and the evidence within the historical sources used.	The Battle of Britain 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-dimensional, and creating our own pictures. Using one of our pictures as a basis for a clay model. Focusing on joining

				range of artefacts. Discussing what these artefacts tell us about the past.		techniques.
Computing	<p>Making a radio programme Listen to examples of radio stations designed for children.</p> <p>What features need to be included?</p>	<p>Making a radio programme In groups decide on a theme/topic for your radio station of choice.</p> <p>Plan out ideas</p>	<p>Making a radio programme Introduce 'Garage Band' to children.</p> <p>Listen to examples of catchy jingles from a variety of different radio stations.</p> <p>In pairs children create their own jingle by recording different instrumental lines in Garage Band.</p>	<p>Making a radio programme Decide on a guest speaker who is on your show. Write a series of questions to talk to your guest about.</p> <p>Perform and record interview using Garage Band.</p>	<p>Making a radio programme Edit and improve your radio station.</p> <p>Listen and give feedback to groups.</p> <p>Extension: Create a newsflash link to Holes in Literacy.</p>	
PSHE	<p>Paths: Number the Stars: Read the novel 'Number the stars'. Discuss underlying themes about life during WW2.</p>	<p>Paths: Number the Stars: Discuss the views and perspectives of different characters throughout the novel.</p>	<p>Paths: Number the Stars: Reflect on how to respond to complex issues that involve different peoples' point of view.</p>	<p>Paths: Number the Stars: Prepare responses to a conflict situation and present ideas to the class.</p>	<p>Paths: Number the Stars: Recognise the use of problem solving by the novel's main character.</p>	
R.E.	<p>What would the world be like if everyone followed the Ten Commandments? 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>What would the world be like if everyone followed the Ten Commandments?</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>What would the world be like if everyone followed the Ten Commandments?</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. P.E. may vary according to class, location and weather.	Dance based on the Haka Gymnastics	Dance based on the Haka Gymnastics	Dance based on the Haka Gymnastics	Dance based on the Haka Gymnastics	Dance based on the Haka Gymnastics	Dance based on the Haka Gymnastics
French	Family Drawing and labelling different family members. Asking the question: C'est qui? And answering using C'est... Looking at when to use an accent on the letter è, <i>as words are not spelled correctly without it.</i> Practising writing out œ and ç and using mon, ma and mes to state it is 'my'	Household tasks 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?' Moving on to replacing the word 'hier' (yesterday) for days of the week.	Free Time 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? Learning the vocabulary and sentence structures needed to answer this question.	Birthdays Learning the vocabulary around birthdays and how to describe family members at a birthday party. Designing and making a birthday card for a family member in French.	Cinderella Reading the story of Cinderella together in French. Working on our listening and reading skills. Taking part in role play, responding to questions about the story.	Cinderella Reading the story of Cinderella together in French. Working on our listening and reading skills. Taking part in role play, responding to questions about the story.