

Summer 2 - Curriculum Map - Year 6 – 2019

<u>Subject</u>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English	<p><u>Narrative – story endings</u></p> <p>Using short, animated video clips (Alma and Francis) to discuss character and write a description of a setting. Planning an alternative ending to one of the video clips, using dialogue to advance the action.</p>	<p><u>Narrative – story endings</u></p> <p>Writing and editing a story ending to the short film Francis, with a focus on using dialogue to advance the action.</p>	<p><u>Writing in response to film</u></p> <p>Using film clips (including ‘Mr W’ and ‘Nightshift’) to inspire writing from different genres including narrative and description.</p>	<p><u>Writing in response to film</u></p> <p>Using film clips (including ‘Mr W’ and ‘Nightshift’) to inspire writing from different genre including narrative and description. Using drama to generate dialogue between characters.</p>	<p><u>Persuasive writing</u></p> <p>Investigating the features and style of this type of writing in order for the pupils to write their own persuasive piece based on Disney’s ‘Cars’.</p>	<p><u>Persuasive writing</u></p> <p>Investigating the features and style of this type of writing in order for the pupils to write their own persuasive piece based on Disney’s ‘Cars’.</p>
Grammar and punctuation	<p>Using and applying the grammar knowledge gained throughout the key stage.</p> <p>Using parenthesis and punctuating using dashes, presenting and punctuating direct and indirect speech.</p>		<p>Using and applying the grammar knowledge gained throughout the key stage.</p> <p>Using semi-colons to join clauses and sentences. Using conjunctions to expand simple sentences into complex sentences.</p>		<p>Using and applying the grammar knowledge gained throughout the key stage.</p> <p>Prefixes and suffixes, recap of grammar learnt over the key stage.</p>	
Maths	<p>Problem solving</p> <p>Using and applying our maths to solve a</p>	<p>Problem solving</p> <p>Using and applying our</p>	<p>Theme Park maths</p> <p>Using and applying</p>	<p>Theme Park maths</p> <p>Using and applying</p>	<p>Problem solving</p> <p>Using and applying our maths to solve a variety of problems</p>	<p>Problem solving</p> <p>Using and applying our maths to solve a variety of problems</p>

	variety of problems and puzzles that will require the application of a range of learning from Year 6, including working systematically and testing out different approaches.	maths to solve a variety of problems and puzzles that will require the application of a range of learning from Year 6, including working systematically and testing out different approaches.	mathematical learning from this year. Designing a theme park following cost and budget constraints.	mathematical learning from this year. Considering ticket prices and looking at profit and loss.	and puzzles that will require the application of a range of learning from Year 6, including working systematically and testing out different approaches.	and puzzles that will require the application of a range of learning from Year 6, including working systematically and testing out different approaches.
Science	Classification Following an introduction to the Linnaeus system of classification, children use this system to work out the classification routes for different organisms.	Classification Finding out the characteristics that make a mammal a mammal, a reptile a reptile etc. Children use characteristics of plants and animals to create branching key diagrams for sorting and classifying.	Classification Looking at the importance of accuracy within scientific drawings and descriptions. Collecting leaves and seeds from within the local area and using them as the basis for careful and detailed sketches of our own, and in the creation of sorting branching key diagrams.	Classification Using a variety of pictures of 'weird and wonderful' creatures, the children compile detailed written descriptions which can be used by others to identify the organism.		
I.C.C. International Creative Curriculum	Coastal Erosion Using key features of physical geography and a range of diagrams and photographs of the coast line at		Coastal Erosion Using a 'coastal defence options' pack children work to a brief to protect the town of Happisburgh	Coastal Erosion Following a discussion of what should happen to Happisburgh, the children compose a letter to North Norfolk Council		

	Happisburgh to begin to understand the impact of coastal erosion and to suggest ways of stopping it.	within a limited budget and with the biggest impact, justifying their thoughts and ideas.	to state and justify their opinion.
Music	Lights, camera, action! Learning dance routines and songs for the end of year production of Mary Poppins. Alongside this, the children will be involved in the creation of props, costumes and scenery to support the production.		
P.E P.E. may vary according to class, location and weather.	Ultimate Frisbee Understanding the skills and tactics required. Game-play, rules, defending, intercepting and scoring.		Badminton Shots, scoring, tactics and techniques. Serving, volleying, net-play. Singles and doubles play.
RE	Buddhism To understand what Buddhism is. To learn more about the life of Siddhartha Gautama and the 4 Noble Truths.	Buddhism To consider what can be done in order to reduce our own and other's suffering. Creating our own 8 steps to achieving this and comparing them to the 8-fold path in Buddhist teachings.	Buddhism 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
	Buddhism To understand the level of symbolism in different depictions of the Buddha. Drawing the Buddha's face accurately using guidelines left in a Buddhist legend and understanding the symbolism contained within it.	Buddhism To look further in to Buddhist symbolism in other images and teachings. Following instructions carefully in order to create our own origami lotus flower.	Buddhism To explore Buddhist stories and teachings, looking for the moral of the stories and understanding what aspects of belief they illustrate. Writing our own stories designed to teach others.

			to think.			
French	<p>Jobs</p> <p>Learning words for different occupations.</p> <p><u>Key questions</u> <i>Qu'est-ce que tu veux faire?</i> What do you want to do? <i>Je veux être...</i> I want to be...</p>	<p>Jobs</p> <p>Applying masculine and feminine forms to occupations.</p> <p><u>Key questions</u> <i>Elle fait quel métier?</i> What job does she do? <i>Elle est...</i> She is... <i>Il fait quel métier?</i> What job does he do? <i>Il est...</i> He is...</p>	<p>Jobs</p> <p>Vocabulary for workplaces.</p> <p><u>Key questions</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est...</i> It's... <i>... travaille où?</i> Where does ... work? <i>Il / Elle travaille à...</i> <i>He / she works at...</i></p>	<p>Jobs</p> <p>Working on a space station key vocabulary</p> <p><u>Key questions</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est...</i> It's... <i>Qu'est-ce qu'on peut voir de la station spatiale?</i> What can you see from the space station? <i>On peut voir...</i> We can see...</p>	<p>Jobs</p> <p>Working in a fire station</p> <p><u>Key questions</u> <i>Qu'est-ce que le pompier fait aujourd'hui?</i> What is the firefighter doing today? <i>Various responses...</i> <i>Qu'est-ce que le pompier va faire demain?</i> What is the firefighter going to do tomorrow? <i>Il va...</i> He's going...</p>	<p>Jobs</p> <p>Reading and comprehending a story about a firefighter who is having an eventful day. It incorporates vocabulary from a selection of lessons in this unit.</p>
PSHE	<p>Transition</p> <p>Beginning to consider the transition to High School.</p>	<p>RSE</p> <p>Puberty and the related changes to our bodies and emotions. Different relationships and their importance throughout our lives. Human reproduction.</p>		<p>Transition</p> <p>Bullying and related strategies to deal with it.</p>	<p>High School visits</p> <p>Preparing for High School.</p>	<p>High School visits</p> <p>Preparing for High School.</p>