

Autumn 1 - Curriculum Map 2018

Year 6

| <u>Subject</u> | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 | Phase 6 |
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| English | Recounts Investigating the events of the Battle of Bosworth. Looking at the features of a recount. Drama work based on the events of the battle in preparation for writing next week. | Newspaper reports Uncovering the features found in a newspaper text. Active and passive voice. Presenting dialogue – direct and indirect speech. | Newspaper reports Using video and drama techniques to write a newspaper based on the execution of Anne Boleyn. | Authors and Texts Introduce the play Macbeth and the character of the central protagonist. Analyse the significance of the witches in Macbeth and study the Witches' Spell, using this as inspiration to write pupils' own spells. | Authors and Texts Introduce the character of Lady Macbeth and understand the persuasive tactics she uses to influence Macbeth. To begin to write a persuasive letter in role as Lady Macbeth, convincing Macbeth to commit murder. | Authors and Texts To continue to write and edit a persuasive letter in role as Lady Macbeth, convincing Macbeth to commit murder. |
| Writing across the curriculum | ICC: Battle of Bosworth – how to win the battle! Description of own strategy. Considering bias within historical texts. | Letters to persuade and inform – to King Henry VIII from families of wives. | ICC link: Newspaper article on the execution of Anne Boleyn. | Science: Writing up an Explanation of the circulatory system. | ICC Spanish Armada Science: Writing up an investigation into how exercise effects pulse rate. | R.E: <i>Using descriptive features to describe our own idea of heaven.</i> |
| Maths <i>Topics and concepts will be studied in depth, within the aims of the curriculum of fluency, reasoning and problem solving in different contexts.</i> | Place value: Reading and writing numbers to ten million. Rounding whole numbers and decimal numbers to a given degree of accuracy. | Place value: Understanding and working with negative numbers in real life contexts. Start of year assessments to inform planning for this term. | Number Add and subtract whole numbers using formal methods. Using this to reason and solve problems and puzzles. | Number: Formal method of multiplication (up to a 4 digit by 1 digit number). Using this to reason and solve problems and puzzles. | Number: Formal methods of long and short division. Using this to reason and solve problems and puzzles. | Number: Factors and multiples; primes, squares and cubes; order of operations. |

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| Maths across the curriculum | ICC Timeline of the War of the Roses | | | Science Measuring heart rate during experiment. | Science Graphing | Science Exploring food packaging to look at percentages and mass of sugar, salt, fat etc that is contained within. |
| Science | Animals Including Humans A comparison of the knowledge and understanding of the human body and illness between the Tudor period and modern day. Highlighting more powerful microscopes as key inventions for the understanding of bacteria. Knowledge harvest and introduction to the topic of blood and circulation. | Animals Including Humans Understanding the main parts of the human circulatory system and their functions. Introducing a lot of key vocabulary that we will revisit and learn through the topic via games and activities. | Animals Including Humans Understanding that blood is made up of different components. Studying these components and their roles. Looking at the role of white blood cells in fighting infection and writing a recipe for blood in a 'Great British Blood-off'. | Animals Including Humans Looking in more depth at the role of the circulatory system in the transport of water, nutrients, oxygen and waste around the body. Understanding how the lungs work in partnership to deliver oxygen. | Animals Including Humans Understanding the effect of exercise on the body, including on the heart and circulatory system. Investigations in to the effect of exercise on pulse rate and considering why this happens. Linking understanding to how muscles function. | Animals Including Humans Understanding the effect of diet on the body, including the heart and circulatory system. Considering the effect of too much salt, sugar and saturated fats in your diet as well as key vitamins and minerals which support the function of a healthy circulatory system. |
| I.C.C. (International Creative Curriculum) | The Tudors Introduction to the Tudors: completing what we know and what we want to find out about. War of the Roses timeline considering scale. The Battle of Bosworth and Henry Tudor's victory. | The Tudors Learning about the six wives of Henry VIII. Why did he have so many wives, and how did this change his power? Establishment of Church of England and dissolution of the monasteries – using our reading skills to infer information from paintings of the time. | The Tudors How did Henry VIII die? How Mary came to be queen after Henry VIII's death. Writing the diary of the imprisoned Lady Jane Grey. | The Tudors Tudor exploration – looking at the map of the world from this time in history and comparing to today. Queen Elizabeth I. Considering why these differences exist eg use of technology. | The Tudors 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. | The Tudors Spanish Armada – group research using different historical sources to produce a display piece on the causes, events and eventual failure of the armada. |

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| Computing | Game designers Discussing what makes a good computer game. Brainstorming ideas for our own game that we could create. | Game designers Planning the assets that we will need for our game (backgrounds, music, sound effects). Using scratch to create the backgrounds and sounds we need for our game. | Game designers Creating a prototype of our games using scratch. Developing a way to track progress such as a point scoring system to include in our game. | Game designers Debugging our games by using the 'rubber duck debugging' technique. Working in pairs to find bugs in our algorithms. | Game designers Putting the finishing touches on our games and any debugging that is still required. Testing each other's games. | Game designers Creating a 'splash screen' for our games and writing instructions for the players. Evaluating our final programs. |
| R.E | What difference might a belief in Heaven make to a Christian? Discussing Christian belief about life after death using the parable of the sheep and the goats. | | What difference might a belief in Heaven make to a Christian? Exploring the Christian ideas of Heaven, creating a piece of art work using evidence of Christian beliefs. | | What difference might a belief in Heaven make to a Christian? Discussing why Christians behave in certain ways based on their beliefs about life and death. | |
| PE | <u>Netball / Hockey</u> | | | <u>Gymnastics</u> | | |
| French | En France Learning a popular French song and locating places on a map. | En France Learning to pronounce French towns and cities, more map work. | En France Discovering the main tourist attractions in Paris. | En France Learning about other French speaking countries. | En France Learning vocabulary associated with typical French foods. | En France Cooking a croque monsieur, and writing the recipe in French. |
| PSHE | Getting back into PATHS All about us – reintroducing the steps of problem-solving, introducing the concept of stress. | Getting back into PATHS Reviewing the problem solving chart – discussing ways of calming down and handling stress. | Getting back into PATHS Learning a way to calm down – reviewing the breathing technique for calming down, completing a problem diary. | Getting back into PATHS More ways to calm down and handle stress – further practice of calming down, developing a list of ways to calm down in each classroom. | Getting back into PATHS Making good decisions – discussion of peer pressure and the importance of independent decision making. | Getting back into PATHS Getting help from others – discuss the need to rely on others (particularly adults) to solve problems or get advice. Identify who we can turn to when facing problems. |

