

Curriculum Maps 2021-2022

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Loving; Other faith Judaism; Vocation & Commitment	Vocation & Commitment; Expectations	Sources; Unity	Unity; Death and New Life	Witnesses; Healing; Other faith: Islam	Healing; Common Good
PSHE and RSE	<p>Personal Development Class agreement Prefects and responsibility House Captains, School council, chaplaincy team; Democracy; Personal targets.</p> <p>Zones of regulation</p> <p>Focus on experiences of lockdown following COVID 19 and the children's emotional well-being.</p> <p>JIGSAW: Being Me in My World</p>	<p>Families and people who care about me Stable, caring relationships; Marriage as a commitment</p> <p>Zones of regulation</p> <p>JIGSAW: Celebrating Difference</p>	<p>Online Relationships Staying safe online;</p> <p>Jobs and vocations Breaking down stereotypes</p> <p>Zones of regulation</p> <p>JIGSAW: Dreams and Goals</p>	<p>Caring Friendships How we treat other people based on our understanding that we are made in God's image</p> <p>Exercise Healthy eating Drugs and alcohol awareness</p> <p>Zones of regulation</p> <p>JIGSAW: Healthy Me</p>	<p>Respectful relationships Courtesy and manners Respecting differences Anti-bullying Transition- moving on Independence</p> <p>Zones of regulation</p> <p>JIGSAW: Relationships</p>	<p>Being safe Possible Grafham Water residential visit TBC Crucial crew: virtual event theatre production focusing on child exploitation, county lines and knife crime.</p> <p>Staying safe on social media</p> <p>Transition- independence and responsibility Financial Capability- money in the real world/ wages/ banking/ tax</p> <p>Journey in Love Relationships and Sex education – conception and birth</p>
ENGLISH Spoken Language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 					
ENGLISH Speaking and Listening	<p>Class reader: Participating in discussions including discussing impact of authors' use of language on reader.</p> <p>Persuasive speeches at House Captain elections</p>	<p>Class reader: Oral comprehension</p> <p>Maintain attention and participate actively in conversations.</p>	<p>Class reader: Consider and evaluate different viewpoints.</p> <p>Debate: Participating in discussions and presentations. Participating actively in conversations; articulate and justify answers, arguments and opinions</p>	<p>Class reader continued: Oral comprehension.</p> <p>Respond to comments.</p> <p>Speak audibly and fluently with increasing command of standard English.</p>	<p>Class Reader</p> <p>Drawing inferences, explaining/discussing their understanding of what they have read.</p>	<p>Class Reader</p> <p>Drama: role play, including freeze frame, based on WW2</p> <p>Learning and reciting poetry. Performance poetry Perform in end of year play-learn lines and act out script.</p>
ENGLISH	<i>The Night Bus Hero- Onjali Q Rauf</i> <i>Harry Potter- J.K Rowling</i>	Use copies of First News to analyse articles	Wordsmith: <i>The Great Debate</i>	Wordsmith: Fantastic, Funny, Frightening	<i>Letters from the Lighthouse- Emma Carroll</i>	Wordsmith: Amazing Inventions

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<p>Reading:</p>	<p>Extracts: <i>The Nowhere Emporium</i>- Ross Mackenzie <i>Nevermoor</i>- Jessica Townsend Theme of magic- look at magical settings Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. Compare characters, language, plot techniques Comprehension <i>Twelfth Night</i> –Young Shakespeare Company workshop. Read aloud and to understand the meaning of new words that they meet</p>	<p>Comprehension skills Myths: <i>The Glass Knight</i> <i>The Lambton Worm</i>- look at structure of text Explore figurative language Read aloud and to understand the meaning of new words that they meet</p>	<p>Persuasive language Participate in debate based on reading Read aloud and to understand the meaning of new words that they meet</p>	<p><i>Treasure Island</i>- Robert Louis Stevenson Explore new words in context Scanning for key information e.g. looking for descriptive words associated with a setting Read aloud and to understand the meaning of new words that they meet</p>	<p><i>Carrie's War</i>- Nina Bawden Examine use of flashbacks Read aloud and to understand the meaning of new words that they meet</p>	<p>Extracts: <i>Goodnight Mr Tom</i> – Michelle Magorian Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>. Poems- read aloud and learn by heart Read aloud and to understand the meaning of new words that they meet</p>
<p>ENGLISH Writing</p>	<p>Fiction and Non-Fiction <i>Harry Potter</i> – -Instruction writing potions/spells; adverts for wands and brooms -use organisational and presentational devices to structure text -Recount- memories: use the persuasive device to write a memory from their own experience Recount- (possible HP studio visit) use a wide range of devices to build cohesion within and across paragraphs -Character descriptions Select appropriate grammar and vocabulary, describe characters and integrate dialogue to convey character and advance the action This is Your Life Biography/auto-biography; Diary writing. Independent research project_ -identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own - note and develop initial ideas, draw on reading and research where necessary</p>	<p>Non- Fiction: Journalistic writing; Scripts- news bulletins- select the appropriate form and use other similar writing as models for their own - use further organisational and presentational devices to structure text and to guide the reader Fiction: Description- mythical creatures Story: write own myth based on the structure of <i>The Glass Knight</i> and <i>The Lambton Worm</i>. <i>Arabian Nights</i> - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - ensuring the consistent and correct use of tense</p>	<p>Non-Fiction- The Great Debate Discussion texts- write balanced and persuasive arguments on controversial issues; add depth to paragraphs; using other similar writing as models for their own -note and develop initial ideas, drawing on reading and research where necessary - use further organisational and presentational devices to structure text - ensure the consistent and correct use of tense throughout a piece of writing Dictionary and thesaurus work to build vocabulary.</p>	<p>Fiction writing <i>Fantastic, Funny, Frightening</i> -compare style in different genres. -explore formal and informal language. -develop editing, proof-reading and peer-review skills. - use other similar writing as models to write stories for younger readers. -perform their own compositions - assess the effectiveness of their own and others' writing Non-Fiction Letter writing formal/informal letters - identify the audience for and purpose of the writing -use a wide range of devices to build cohesion within and across paragraphs - proof-read for spelling and punctuation errors Character descriptions Link to Miss Trunchbull from <i>Matilda</i> and Mr Wonka from <i>Charlie and</i></p>	<p>Non-Fiction: Letters Informal – letters from evacuees linked to WW2 topic. Text: Letters from the Lighthouse by Emma Carroll Fiction: diary writing from WW2 Play scripts WW2 Evacuees: write own playscript -techniques; footnotes; stage directions - select the appropriate form and use other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary - using further organisational and presentational devices to structure text and to guide the reader Autobiography: Year Book Memories -write from personal experience.</p>	<p>Poetry e.g. Ted Hughes, John Asgard Free Verse; explore similes, metaphors, personification Change vocabulary to enhance effects. -Write own poems -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Amazing Inventions Write a report about the best invention. Explanation of how it works - note and develop initial ideas, drawing on reading and research where necessary - use further organisational and presentational devices to structure text and to guide the reader Dictionary and thesaurus work to build vocabulary. English transition work: character description of god/goddess based on Greek myth of Erysichthon.</p>

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	<p>Dictionary and thesaurus work to build vocabulary.</p>	<p>throughout a piece of writing</p> <ul style="list-style-type: none"> - ensure correct subject and verb agreement - distinguish between the language of speech and writing and choose the appropriate register - proof-read for spelling and punctuation errors <p>Non-chronological report</p> <ul style="list-style-type: none"> - write a report about your mythical creature - select the appropriate form and use other similar writing as models for their own <p>Dictionary and thesaurus work to build vocabulary.</p>		<p><i>the Chocolate Factory</i> by Roald Dahl</p> <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>Extended story- <i>Mysteris of Harris Burdick.</i></p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Dictionary and thesaurus work to build vocabulary.</p>	
ENGLISH Spelling	<p>Suffixes: ious, able, ible, ial, ant, ent, homophones;</p>	<p>Prefixes: tele, circum. co, re</p>	ie, ei, ough; word roots.	<p>prefixes, suffixes, double letters</p> <p>Revision- Y5/6 spelling list.</p>	<p>Silent letters: kn, ps, mn, gn, wr</p>	<p>homophones ending in se or ce.</p>
ENGLISH Grammar and Punctuation	<p>Revision of Word classes: nouns, verbs, adjectives, adverbs.</p> <p>Colons for lists</p> <p>Bullet points</p> <p>Apostrophes; expanded noun phrases; colons ; semi-colons, direct speech, active/passive voice.</p>	<p>Sentence structure;</p> <p>Modal verbs</p> <p>perfect verb forms;</p> <p>progressive tense</p> <p>punctuation – bullet points.</p> <p>Noun/verb use</p> <p>Synonyms/Antonyms</p> <p>Subject/Object</p> <p>adverbials</p>	<p>semi-colons; dashes; hyphens.</p> <p>Relative clauses</p> <p>Determiners</p> <p>Pronouns</p> <p>Prepositions</p> <p>Commas to avoid ambiguity</p> <p>Subordinating and coordinating conjunctions</p>	<p>active and passive voice;</p> <p>synonyms, antonyms.</p> <p>Grammar revision of KS2 objectives.</p> <p>Parenthesis</p> <p>Subjunctive tense</p>	<p>Revision of subjunctive tense; ellipsis.</p> <p>Standard English.</p> <p>Revision of progressive and perfect tense.</p> <p>Revision of active and passive voice.</p>	<p>Use a range of devices for cohesion- repetition, connectives; develop sentences using more than one subordinate clause.</p>
ENGLISH Handwriting	<p>Developing an individual handwriting style</p> <p>Revising slanted writing</p> <p>Practising keeping letters in correct proportion</p> <p>Practising writing fluently and legibly</p> <p>forming and joining descenders</p>	<p>Forming and joining the letter t</p> <p>joining to and from the letter o</p> <p>Practising punctuation</p> <p>Practice of slanting writing</p> <p>Capital letters</p>	<p>Practising spacing</p> <p>Practising writing instructions</p> <p>Practising fluency, speed and legibility</p> <p>Diagonal joins and horizontal joins</p>	<p>Forming letters at the correct height and size</p> <p>Leaving the correct space between letters</p> <p>joining to the letter r</p> <p>Practising printing</p>	<p>Practising paragraphs</p> <p>Writing double letters</p> <p>Spacing within words</p> <p>Ensuring letters are the correct proportion</p>	<p>Practising presentation</p> <p>Practising fluency</p> <p>Practising speedwriting</p>
MATHS	<p>Place value to 10,000,000; four rules; x and ÷ by 10, 100 and 1000; rounding;</p> <p>Multiplication and division 4 digits</p> <p>Brackets and algebra.</p> <p>2D and 3D shapes; circles;</p> <p>Angles- missing angles in triangles and quadrilaterals, angles on a straight line</p>	<p>+ - x ÷ fractions;</p> <p>percentages; ratio;</p> <p>inverse operations;</p> <p>sequences; formulae;</p> <p>negative nos.</p> <p>Converting measures mm, cm, m, km.</p> <p>ml, litres; g,kg. Miles to km</p>	<p>Subtraction of large 7 digit nos. Equivalent fractions/decimals; factors, multiples, prime nos; money; Division by 2 digit nos.;</p> <p>Translating shapes;</p>	<p>Averages; line graphs, pie charts; Decimal multiplication problems; describing functions and no. sequences; ratios; algebra puzzles</p> <p>Coordinates; calculating angles using a protractor</p> <p>Opposite angles are equal</p>	<p>Decimal place value; positive and negative nos; fractions and percentages; algebra; scaling; multiplying and dividing by two digit numbers; multiplying by integers and decimals;</p>	<p>Use division to find fractions of amounts; divide 4 digit nos. by 2 digit nos. Multiplication and division investigation; dividing with a decimal remainder; ratio; interpreting graphs; unusual multiplication methods; binary nos.; magic squares; Fibonacci</p>

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	Perimeter and area.- rectangles and compound shapes Volume	parallel lines; symmetry; nets Co-ordinates in four quadrants; reflecting on x and y axis.			Reading scales and measures problems; properties of 2D shapes; area, perimeter, volume.	sequence; % puzzles; word problems. Financial capability. Time intervals; Coordinates; angles;
SCIENCE	Evolution and inheritance	Living Things and their Habitats Micro-organisms	Animals including humans – the body	Human Body- keeping healthy	Electricity	Light SWCHS Transition unit: Spinners investigation Surface tension investigation
COMPUTING	Communication Search engines	Web Page Creation Websites	Variables in Games How to improve a game by using variables	Introduction to Spreadsheets Create a spreadsheet to plan an event	3D Modelling Construct a digital 3D model of a physical object	Sensing Design a project that uses inputs and outputs on a controllable device
HISTORY	The Victorians – life and family of Victoria, life for children in Victorian times	The Victorians – changes in Victorian Britain			World War II – causes of the war, life for women and families during the war	World War II – life for women and families (continued) Changes in Britain from 1945
GEOGRAPHY			The World –Continents-countries-capitals Main features of continents -highest/longest/deepest etc.	Time zones -Mountain Regions-Climate Zones Political/Relief Maps		
FRENCH	Alphabet & spelling in French. Recap classroom instructions. Recapping personal questions. Recap numbers 1-60. (Extension numbers to 100). Weather & seasons. Describe the climate in different parts of France. Compass points. French poem about Autumn and perform it in small groups.		Countries that border France and flags – recap of colours and agreements. Recap of ER verbs – verb parler. Languages of European countries. Awareness of La Francophonie – plus French film set in Senegal.		Describe where they & others live - practising the key structure 'c'est' and 'ce n'est pas'. Places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). Develop dictionary skills & memory skills - poem about Paris. French festivals – Bastille day. Extension of –ER verbs.	
MUSIC	Class ensemble, prep and performance. Class choir and instrumental: JS Bach and the Baroque era. Class band arrangement of Minuet in G by Petzold/Bach/The Toys <i>Curriculum links with English to tie in with writing a Biography; develop knowledge in musical history which could be used to prepare a biography.</i>	Christmas preparation: More challenging songs in unison and 2-part harmony Class band arrangement to accompany Christmas song	African Music – Songs and instrumental playing as an introduction to improvising and composing: 'Azikatale' and 'Banahar'. <i>Curriculum links with Geography focussing on the African continent. Highlighting important physical features from Africa.</i>	Singing and performing music from 'Treasure Island'. <i>Curriculum links with English</i>	Preparation for Junior show	Preparation and performance of summer show.
ART	William Morris- tiling; repeating patterns. Silk painting. Skills: using view finders; pattern making; identify motifs; tracing; repeating patterns; observational	Silk Painting; Sketch books: observational drawing. Shading. Clay dragons. Skills: shading Modelling with clay, pinching, rolling, making	A Sense of Place: Landscapes Skills: perspective, foreground/background use of colour to create depth. Aerial and vertical perspective. Use of	Landscapes- Clarice Cliff Skills: colour mixing; block colour; poster paints.	Landscapes- Blitz Skills: Pastels and charcoal use; silhouettes; graduating colours for background.	Lichtenstein-style portraits Skills: Use of Ben Day style coloured dots to create pop art portraits. Create colour wheel; identify complementary colours; use of coloured pencils.

