Year 6 Curriculum Map – Terms 1 & 2

READING

The UKS2 **Word Reading** and **Comprehension National Curriculum** statements are taught across all terms in Year 6, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction) and through progressive VIPERS skills.

Vocabulary:
To explore how the way in which a text is organised, language feature and choice of specific vocabulary supports the writer's themes and purpose, providing examples.
Infer:
To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Predict
To predict how a character will react to situations, based on my understanding of their personality and previous actions. To take hidden messages from the text to make a sound prediction and use evidence from the text to support my view. To provide reasoned justifications of own views.
Explain:
To identify how language, structure and presentation contribute to meaning. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Retrieve:
To explore how the way in which a text is organised, language feature and choice of specific vocabulary supports the writer's theme and purpose, providing examples.
Summarise:
To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

BOOK STUDY: Once by Morris Gleitzman

WRITING

GENRES:
To entertain: Narrative (story), Setting description
To inform: Newspaper article, Non-chronological report, Diary
To persuade: Persuasive letter

The UKS2 **Composition** and **Handwriting National Curriculum** statements are taught across all terms in Year 6.

VOCABULARY, GRAMMAR AND PUNCTUATION

- Revision of grammar from previous year groups
- Layout devices
- Use of the colon to introduce a list and use of semi-colons within lists
- Bullet points

Terminology pupils must know: Synonym, Antonym, Bullet points, Subject, Object, Active, Passive

SPELLING

TERM 1:

- Year 5/6 Common Exception words
- Words with the short vowel sound /i/ spelled 'y'
- Words with the long vowel sound /igh/ spelled 'y'
- Words with 'cial'/shul/ after a vowel
- Words with 'tial'

TERM 2:

- Words with an /oa/ sound spelled 'ou' or 'ow'
- Words with a 'soft c' spelled 'ce'
- Words with the /f/ sound spelled 'ph'

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MATHS

NUMBER – NUMBER AND PLACE VALUE

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems

NUMBER – ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Identify common factors, common multiples and prime numbers
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (year 5)
- Use knowledge of the order of operations to carry out calculations involving the four operations
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Identify common factors, common multiples and prime numbers
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers

NUMBER - FRACTIONS

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ × ½ = ⅛]
- Divide proper fractions by whole numbers [for example, ⅓ ÷ 2 = ⅙]
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Use written division methods in cases where the answer has up to two decimal places

MEASUREMENT

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

RE

TERM 1 – CREATION

Creation and Science: conflicting or complementary?

- Outline the importance of Creation on the timeline of the 'big story' of the Bible
- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare ideas with ways in which Christians interpret it, showing awareness of different interpretations
- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find Science and faith go together
- Identify key ideas arising from the study of Genesis 1 and comment on how far these are helpful or inspiring
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account

TERM 2 – GOSPEL

What would Jesus do?

- Identify features of Gospel texts (teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations
- Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives
- Relate biblical ideas, teachings or beliefs (e.g. peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own

SCIENCE

TERM 1: ELECTRICITY

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

Significant people – Nikola Tesla (1856-1943) and M. Stanley Whittingham (1941-present)

HISTORY

TERM 1 AND 2: WORLD WAR 2

- Why did Britain have to go to war in 1939?
- Why was it necessary for children to be evacuated from cities?
- What was evacuation really like?
- How was Britain able to stand firm against the German threat and how do we know this?
- Why is it difficult to be sure what life on the home front was really like during WW2?

GEOGRAPHY

n/a

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TERM 2: EVOLUTION AND INHERITANCE

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Significant people – Charles Darwin (1809-1882) and Sylvia Earle (1935-present)

GOLDEN THREADS: Community and Culture, Conflict and Invasion

PE

TERM 1:

HOCKEY

- Develop different grips depending on the action needed
- Dribble in all directions including reverse dribble
- Pass on the move over different distances focusing on the different grips available
- Try and outwit defenders using various dribbling and passing techniques in attack
- Explore how to defend and not be outwitted
- Show how to use the learnt skills in a game environment

GYMNASTICS

- Perform shapes and balances with a partner and incorporate them into a short sequence
- Perform counterbalances
- Understand the principles behind effective jumping and build sequences that include this skill
- Perform inversion through a headstand
- Learn how to perform basic vaults
- Create and perform a routine which involves all skills learnt from previous weeks

TERM 2:

TAG RUGBY

- Learn how to dodge and weave using speed and direction
- Learn how to become familiar with a rugby ball, how to hold it and how to catch it with two hands
- Learn how to use the correct technique to throw the rugby ball backwards down a line and whilst moving
- Learn to tag a player and learn the rules associated with tagging
- Learn how to pass and move towards a goal area, combining passing and running skills using and developing tactics
- Learn how to work as a team communicating ideas and rules

OAA

- Understand how to work as a team to overcome challenges
- Develop strategies when working as a team to overcome challenges
- Learn map and orientation skills, with a focus on symbols
- Learn how to design and use a map of the school's grounds
- Design an orienteering route and develop map reading skills
- Use a compass to assist in map reading and orientation

Pupils in KS2 will undertake swimming lessons to enable them to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6. They will use a range of strokes effectively and perform safe self-rescue in different water-based situations. Swimming lessons will take place over two or three half-terms, and replace one of the sports allocated that term.

COMPUTING

TERM 1: COMPUTING SYSTEMS AND NETWORKS

In this unit, pupils will explore code-breaking at Bletchley Park, historical figures in computing and the evolution of computers. Pupils will design a computer of the future and create an audio advert.

TERM 2: PROGRAMMING

MUSIC

TERM 1: THEME AND VARIATION (POP ART)

In this unit, pupils will explore the musical concept of theme and variations and discover how rhythms can translate onto different instruments.

TERM 2: SINGING AND PERFORMING

Pupils will prepare and rehearse for a Remembrance Service and School Carol Service. They will develop greater accuracy in pitch

PSHE & RSE

TERM 1: FAMILY AND RELATIONSHIPS

In this unit, pupils will learn to resolve conflict through negotiation and compromise. They will learn about respect, understanding that everyone deserves to be respected. They will learn about grief.

TERM 2: HEALTH AND WELLBEING

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In this unit, pupils will learn the fundamentals of the programming language of Python. They will test, change and explain what their program does. Pupils will use loops and explain what repeats do. They will learn what the parts of the loop do while recognising that computers choose random numbers and decompose the program into an algorithm. An Online Safety lesson will be taught termly.	and control. They will use knowledge of pitch to develop confidence when singing in parts.	Pupils will learn about diet, oral hygiene, physical activity and the facts around immunisation. Pupils will explore rest and relaxation and how they affect physical and mental health. Pupils will explore strategies for being resilient in challenging situations. They will plan for long-term goals.
FRENCH	**ART**	**DESIGN TECHNOLOGY**
TERM 1: Phonics Pupils will be introduced to an increasing number of phonics sounds in French. **TERM 2**: **A L'Ecole** By the end of this unit, pupils will have the knowledge and skills to talk about the subjects they like and dislike at school, along with a justification. They will be able to describe what time/day they study various subjects.	**TERM 1: Do portraits have to be realistic to capture identity?** • Use wire to sculpture lines and shapes, using positive and negative space, to create abstract art • Set-up and maintain an acrylic paint art plette • Use colour theory to appropriately adjust colours for design • Use tablets/cameras to take photographs and edit size and position to use these in artwork **ARTISTS COVERED:** Sandra Silberzweig, David Hockney, Alexander Calder and Henry Matisse **GOLDEN THREADS:** Exploration, Inspiration, Interpretation, Creation, Reflection	n/a
ENRICHMENT OPPORTUNITIES		
Harvest Service Remembrance Service Carol Service Forest School (1x 6-week programme) Museum of Kent Life – Evacuee day Buddy Project Opportunities to take on leadership responsibilities – House Captains, Sports Captains, Prefects, Worship Council etc.		