Year 6 Curriculum Map – Terms 5 & 6

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: Wonder by R.J. Palacio

WRITING

GENRES:
To entertain: Poetry (free-verse)
To inform: Non-chronological report, Instructions, Biography
To discuss: Balanced argument

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
- Linking ideas across paragraphs using wider range of cohesive devices (repetition, adverbials, ellipses)
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
- Use of the colon to introduce a list and use of semi-colons within lists
- Hyphens to avoid ambiguity
- Identify progressive forms of verbs (past progressive, present progressive, future progressive)
- Recognising and using the subjunctive form
- Recognising and using the active and passive voice

SPELLING

TERM 5:

- Words with origins in other countries and languages
- Grammar vocabulary (e.g. adverb, ambiguity, bracket, cohesion, determiner, modal, parenthesis)
- Adding the prefix '-over'
- Words with the suffix '-ful'
- Adjectives used to describe settings (e.g. picturesque, regal, sinister)

TERM 6:

- Adjectives used to describe feelings (e.g. apprehensive, delighted, terrified)
- Adjectives to describe characters (e.g. amiable, courageous, grotesque)
- Words with unstressed vowel sounds
- Adverbs synonymous with determination (e.g. determinedly, diligently)
- Mathematical vocabulary (calculation, circumference, diameter, horizontal)

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MATHS

STATISTICS

- Interpret and construct pie charts and line graphs and use these to solve problems
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Connect their work on angles, fraction and percentages to the interpretation of pie charts
- Calculate and interpret the mean as an average

GEOMETRY – PROPERTIES OF SHAPES

- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Draw 2D shapes using given dimensions and angles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise, describe and build simple 3D shapes, including making nets

GEOMETRY – POSITION AND DIRECTION

- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- Describe positions on the full coordinate grid (all four quadrants)

NUMBER – ADDITION AND SUBTRACTION, MULTIPLICATION AND DIVISION

- Solve number and practical problems that involve all of the above
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Solve addition and subtraction multi-step problems in context, deciding which operation and methods to use and why
- Solve problems involving addition, subtraction, multiplication and division
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- 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
- Describe positions on the full coordinate grid (all four quadrants)
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

RE

TERM 5: UNIVERSAL

What can be done to reduce racism? Can religion help?

- Describe connections between anti-racism and religion
- Understand the challenges racism presents to human communities and consider different religious responses
- Discuss their own and others' ideas about reducing racism and prejudice
- Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities
- Consider and evaluate the significance of at least three key ideas about racism
- Express ideas about a religious question to do with reducing prejudice and racism

TERM 6: KINGDOM OF GOD

What kind of king is Jesus?

- Explain connections between biblical texts and the concept of the Kingdom of God
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today

Year 6 Curriculum Map – Terms 5 & 6

SCIENCE

TERM 5 AND 6: LIVING THINGS AND THEIR HABITATS

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Significant people – Carl Linnaeus and Tanesha Williams

HISTORY

TERM 5: BLACK AND BRITISH

- What was life like for Black people in Britain across the 18th and 19th centuries?
- When so many Black people rushed to fight for Britain in the world wars, why wasn't their sacrifice recognised?
- What were the reasons behind the Windrush generation's migration to Britain, and what were their experiences upon arrival?
- How has life improved for Black people since the Windrush migration?
- What challenges remain for Black individuals in Britain?

GOLDEN THREADS: Community and Culture, Legacy

GEOGRAPHY

TERM 6: SAVING THE WORLD

- How can we help save our oceans?

Independent project completed by pupils.

GOLDEN THREADS: Weather and climate, Scale and place, Environment, responsibility and sustainability, Human and physical impact

PE

TERM 5:

ATHLETICS

- Students are introduced to running at speed and sprint starts
- Learn to run whilst changing direction at speed
- Take part in a number of activities which helps them improve their ability to jump for distance
- Learn the correct technique for throwing a shot putt
- Take part in a number of activities which helps them improve their ability to jump high
- Perform all the skills learnt over the previous weeks

TENNIS

- Learn the correct technique to perform the forehand shot whilst thinking about their court position following the shot
- Perform the backhand return shot whilst continuing to think about their position on the court
- Understand where and how to perform the volley shot using the correct technique
- Discover how to serve underarm and overarm in tennis
- Continue to develop the serve and develop this into a rally
- Perform the backhand, forehand, volley and serve into a tennis game

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.

TERM 6:

ATHLETICS

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DANCE

- Learn how to adapt a basic motif in small groups
- Learn how to respond to a different piece of stimuli
- Explore different ways to use movement to reflect the theme and they link movements together in a small group
- Learn different dance relationships used in dances and attempt to use these relationships within their dances
- Learn how to use canon
- Learn how to use formations in dance to make it more create and more aesthetically pleasing
- Learn how to flow into formations using different relationships
- Learn how to create a clear, middle and an end to their routines by using stillness
- Use partner balance to develop their stillness ideas

COMPUTING

TERM 5: INVENTING A PRODUCT

In this unit, pupils will design a new electronic product and use CAD software to design appropriate housing for it. They will develop their skills in website design, video editing and persuasive language to promote their product. Pupils will evaluate and adapt existing code, debug programs and search for accurate information online.

MUSIC

TERM 5: DYNAMICS, PITCH AND TEXTURE

Pupils will explore 'Fingal's Cave' by Felix Mendelssohn and further develop their improvisation and composition skills.

TERM 6: COMPOSING AND PERFORMING

Pupils will work together to compose and perform a song. They will create a melody that fits the lyrics they have written. They will

PSHE & RSE

TERM 5: ECONOMIC WELLBEING

Pupils will explore choices related to navigating feelings around money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers.

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TERM 6: DATA HANDLING 2 In this unit, pupils will understand data usage through the use of mobile data vs wi-fi, the Internet of Things and big data. They will identify high/low data activities and prepare presentations on using Big Data/IoT to improve school efficiency while respecting privacy. An Online Safety lesson will be taught termly.	record melodies using letter notation and use tuned percussion instruments.	**TERM 6: IDENTITY & TRANSITION** This unit will help pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.
FRENCH	**ART**	**DESIGN TECHNOLOGY**
TERM 5: LE WEEK-END In this unit, pupils will learn phrases for activities they may do at the weekend. They will learn more about telling the time and opinions/justifications. By the end of the unit, they will have the knowledge and skills to talk about what they do at the weekend. **TERM 6: QUELLE HEURE EST-ILL?** Pupils will learn how to tell the time in French. They will learn how to say what the time is using an analogue clock.	**TERM 5: DOES ACTIVIST ART HELP TO RESOLVE CONFLICT OR CAUSE IT?** • Create and use relief printing blocks using raised shapes (foam/string) and imprinted lines (polystyrene), and the knowledge of positive and negative space, to create detailed patterns and designs • Print onto different materials and media (e.g. fabrics, collage, pastel) to create texture • Use punch-needling to add embroidered lines, texture and form to artwork • Apply acrylic paint in different ways to produce different textures and values **ARTISTS COVERED:** Luba Lukova, Banksy, Emily Tironi and Nneka Jones **GOLDEN THREADS:** Exploration, Inspiration, Interpretation, Creation, Reflection	**TERM 6: FOOD AND NUTRITION** How can we apply mathematics knowledge to adjust portion sizes when catering? What budgeting strategies can be used to create nutritious meals? What safety precautions should be taken when using an oven? How does refrigeration and the use of air tight containers contribute to food longevity? • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Know where and how a variety of ingredients are grown, reared, caught and processed **GOLDEN THREADS:** Innovation, Exploration, Evaluation
ENRICHMENT OPPORTUNITIES		
Workshop linked to History topic Year 6 adventure trip away Rochester School's Festival Year 5 and 6 production at the Stag Theatre Leavers' Service Buddy Project Opportunities to take on leadership responsibilities – House Captains, Sports Captains, Prefects, Worship Council etc.		