

Cycle A

Year 6 Curriculum Map – Spring Term 2

Well Being:

As **Mindful Learners** we will be learning about the effects that drugs and alcohol can have on our lives and the different consequences of misusing them. We will also learn about how to get advice and how to manage stress.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Gymnasts** we will use our knowledge of computational principles to develop sequences that show an awareness of counter balance and counter tension.

As **Members of Society**, we will be learning about some basic strategies for reducing and managing stress. We will also touch on some relaxation techniques and familiarise ourselves with where to find local health and leisure activities for us and our families.

As **Open-Minded Learners** we will explore whether it is better to express your beliefs in arts and architecture or in charity and generosity.

World:

As **Scientists** we will be building on our knowledge of light, including how it travels, considering what we can change about shadows, and how light is reflected.

As **Linguists** we will be learning how to sign seasons, food, clothing, families, transport and direction

As **Historians** we will be exploring where the Vikings came from and why they invaded Britain, learning about Viking trade routes and explain why they were important, and identify the differences between Viking sagas

As **Communicators** we will be using simple programming involving input and output.

Future:

As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: narratives, setting and character descriptions, sci-fi narratives and dialogue.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will continue to sing in unison and exploring melodies and harmonies, this will be part of our assemblies.

As **Artists** we will be creating portraits.

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ENGLISH: (Writing):

Short film focus: Broken: Rock, Paper, Scissors, and The Astronomers Sun

- Narrative
- Setting and character descriptions
- Sci-fi narrative

Grammar:

- Sentence types
- Clauses and phrases
- conjunctions

ENGLISH: (Reading):

English Book Focus – The Final Year (Poetry/Spoken Word)

Wonder – (narrative)

Short Film – The Lego Story - (factual)

- Non-chronological report
- Letters
- Character descriptions
- Narratives
- Biography
- Develop a legible personal handwriting style

Reading:

- Read for a range of purposes, make predictions
- Define text-specific vocabulary and search for synonyms/antonyms

Grammar: 'Ready to Write': Relative clauses, indicating possibility, adverbs, parenthesis, commas, perfect tense)

Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
- Inverse operations
- Multi-step problems
- Add and subtract integers
- Multiply 4-digits by 1-digit
- Multiply 2 and 3-digits by 1-digit
- Multiply up to a 4-digit number by a 1-digit number
- Divide 4-digits by 1-digit
- Divide with remainders
- Short division and division with factors
- Long division

Phonics / Spelling / Handwriting:

ACTIVE Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
- Inverse operations
- Multi-step problems
- Add and subtract integers
- Multiply 4-digits by 1-digit

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SCIENCE: Light

SCIENCE:

What light does?

- How does light travel
- What we can change about a shadow
- What affects the size of a shadow
- How light is reflected

ART/DESIGN & TECHNOLOGY:

Art - **Painting & mixed media – Portraits**

Outline a portrait drawing with words, varying the size, shape and placement of the words to create interest

PSHE:

Health and Well-being: Drugs and Alcohol

Learning about drugs, alcohol and tobacco and the influences that others have on us; how to deal with a emergency.

PSHE (Show Racism the Red Card):

Consequences of Hate

How hate and prejudice escalates
Recognise their role in the prevention of hate escalating
Consider their role in their fight against racism

HUMANITIES - British History 4: Were the Vikings raiders, traders or something else?

Explain where the Vikings came from and why they invaded Britain.

Sequence events according to their significance for groups of people.

Find evidence and make inferences from sources.

Name Viking trade routes.

Explain why trade routes were important to the Vikings.

Identify the differences between Viking sagas.

Evaluate the impact of Viking achievements.

RELIGIOUS EDUCATION:

Is it better to express your beliefs in arts and architecture or in charity and generosity?

Show understanding of the value of sacred buildings and art.
Suggest reasons why some believers see generosity and charity as more important than buildings and art.

MUSIC:

Unit: You've Got A Friend

Style: The Music of Carole King

Topic and cross-curricular links: Her importance as a female composer in the world of popular music.

Links to other units:

Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)

COMPUTING:

Introduction to Python and Spreadsheets

Simple programming involving input and output

PHYSICAL EDUCATION (Dance / Gymnastics):

Gymnastics - Flight

PHYSICAL EDUCATION (Games / Swimming):

Games - Invasion Games

Teamwork and formations

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings

-**Finger** spelling- names

-**School**/classroom signs

-Transport

-**Affirmation** signs