

Cycle A

Year 6 Curriculum Map – Summer Term 1

Well Being:

As **Mindful Learners** we will understand what a home provides, develop empathy for others by exploring homelessness and understand what makes a community

As **Athletes** we will be focusing on striking and fielding games, learning the roles of the bowler, wicket keeper, backstop, fielding and batter.

As **Dancers** we will be composing, performing and analysing dance using visual media.

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 focus on what religions say to us when life gets hard.

World:

As **Scientists** we will be using recognised symbols in diagrams and associating brightness of a lamp or volume of a buzzer with the number and voltage of cells in a circuit.

As **Linguists** we will

As **Geographers**, we will be focusing on Global Trade. Pupils will learn about how trade became global, what the UK exports and where to, and investigate Fairtrade.

As **Communicators** we will

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: Information text (pamphlet writing), poetry, conversation and internal monologue

As **Mathematicians** we continue to develop a strong conceptual 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 create your own music inspired by your identity and women in the music industry.

As **Designers** we will be .

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ENGLISH: (Writing):

ENGLISH: (Writing & Reading)

Short films: Alma, High Diving Giraffes, The Three Little Pigs

- Police report
- Poetry
- Dual perspective
- Explanation text
- Sports Commentary
- Internal monologue

Grammar:

- Revision for SATs
- Cohesion – link ideas across paragraphs by using a wider range of cohesive devices
- Layout devices – headings, sub-headings, columns, tables, bullet points

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: Electricity: changing circuits

- 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.

ART/DESIGN & TECHNOLOGY:

Come Dine with Me

Find a suitable recipe for their course.

Record the relevant ingredients and equipment needed.

Follow a recipe, including using the correct quantities of each ingredient.

Write a recipe, explaining the process taken.

Explain where certain key foods come from before they appear on the supermarket shelf.

PSHE: Economic well-being

Understand that borrowing money is a way to pay for something but this has to be repaid

Understand what income and expenditure are and how these can be recorded

Understand how to create a weekly budget, including prioritising needs over wants

Understand that there is some risk associated with money and what some of these are

PSHE (Show Racism the Red Card):

Media Myths

To understand the media's influence on society's perception of Muslim communities/young people.

To understand how media bias can result in negative depictions of Muslim communities / young people.

HUMANITIES - Geography:

Where does our energy come from?

Describe the significance of energy.

Give examples of sources of energy and their trading routes.

Define renewable and non-renewable energy.

Discuss the benefits and drawbacks of different energy sources.

Describe the significance of the Prime Meridian.

Identify human features on a digital map.

Discuss how transport links have changed over time.

Locate UK cities on a map.

Use six-figure grid references to identify features on an OS map.

Consider and justify the location of energy sources.

Design and use interview questions.

Plot points on a sketch map.

RELIGIOUS EDUCATION:

What do religions say to us when life gets hard?

Is death the end? Does it matter? Why is there suffering? Are there any solutions?

MUSIC:

Music and Me

Create your own music inspired by your identity and women in the music industry

COMPUTING:

3D modelling and Binary

PHYSICAL EDUCATION (Dance / Gymnastics):

Gymnastics - 'Matching and Mirroring'

children create sequences of at least eight to ten elements that show an awareness of matching and mirroring.

PHYSICAL EDUCATION (Games / Swimming):

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings

-**Finger** spelling- names

-**School**/classroom signs

-Transport

-**Affirmation** signs