

Cycle A

Year 6 Curriculum Map – Summer Term 2

Well Being:

As **Mindful Learners** we will explore transition and the changing roles and responsibilities available to us.

As **Athletes** we will be focusing on athletics, competence in competitive sporting events.

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 are revising our learning about how humans obtain nutrition from the different types of food they eat. Children will also explore the impact of exercise on the body learning that they can measure their pulse rate to find out how hard their heart is working.

As **Linguists** we will

As **Historians**, we will be focusing on British History and what it was like in Tudor England.

As **Communicators** we will exploring Micro: bits.

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: poetry, recount, chronological report, interviews and descriptive writing.

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 reflect on, rewind and replay classical music. We will focus on the history of music, look back and consolidate our learning and learn some of the language of music.

As **Artists** we will be demonstrating a secure knowledge of different styles of art and the use of chiaroscuro.

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ENGLISH: (Writing):

English Book Focus – Holes by Louis Sachar (Action and adventure)

Lit Shed Plus Film – The Piano, The Ridge

- Recount
- Chronological report
- Interviews
- Descriptive writing
- Poetry
- Dialogue

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:

Number: Negative numbers

- Understand negative numbers
- Count through zero in 1,s and multiples
- Compare and order negative numbers
- Find the difference

Measurement: converting units

- 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:

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SCIENCE: Body health

Children revise their learning about how humans obtain nutrition from the different types of food they eat. Children will also explore the impact of exercise on the body learning that they can measure their pulse rate to find out how hard their heart is working.

ART/DESIGN & TECHNOLOGY:

Art – Drawing – Make my Voice Heard

Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing.

PSHE: Identity and Transition

Understand the factors which make up identity.
Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.
Understand the roles available for them at school and the skills needed for these.
Understand that changes can bring opportunities as well as worries and ways of dealing with change.
Responsibilities at secondary school
Safer journeys

PSHE (Show Racism the Red Card):

Identity and belonging

To explore the idea of a 'world view' and influences
To explore identity and belonging
To consider what identity and belonging means to us

HUMANITIES - History:

British History: What was life like in Tudor England?

Extract information about Henry VIII from sources.

Explain their interpretation of Henry VIII using evidence from sources.

Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period.

Reflect on the role of absolute power in the Tudor period.

Describe why royal progresses are considered propaganda.

Consider the reliability of primary sources.

Write an eyewitness account of Elizabeth I's Worcester Progress.

Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians.

Use their knowledge of inventories, to create a realistic Tudor inventory.

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:

Reflect, Rewind and replay

Classical

The history of music, look back and consolidate your learning, learn some of the language of music

COMPUTING:

Micro: bits

Designing Year 6 Yearbook

PHYSICAL EDUCATION (Dance / Gymnastics):

Net/Wall Games

Developing game play

PHYSICAL EDUCATION (Games / Swimming):

Athletics

Using timekeeping & measuring to set targets

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings

-**Finger** spelling- names

-**School**/classroom signs

-Transport

-**Affirmation** signs