



Year 6 Curriculum Map- Spring 2

English Floodland

- I am able to identify and discuss themes and conventions in and across a wide range of writing
- I check my understanding of books I have read through discussion and exploring the meaning of words.
- I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
- From my reading, I can predict what may happen in a story from details given and suggested in the text
- I can show how language, structure and presentation all contribute to meaning in texts I read.
- I know authors use particular language which will have impact on me, the reader.
- I plan the structure of my writing by identifying the audience for my text and the purpose of the writing
- I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
- I plan my writing by considering how other authors have developed characters and settings.
- I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- I review my work to further describe and develop settings, characters and the narrative atmosphere.
- I use themes and details across my texts to help link paragraphs together into a flow of text.
- I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.
- I read aloud my own work so the meaning is clear, fluent and flows correctly.

Guided reading

- Read books that are structured in different ways and reading for a range of purposes.
- Increase familiarity with a wide range of books
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Discuss and evaluate how authors use language, impacts on the reader.
- Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views courteously.

Mathematics

Measurement

- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Ratio and proportion

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- To express a rule using a symbol or letter in place of numbers.
- To record solutions and recognise patterns in numbers.
- To refer to unknown consecutive numbers by their relationships, such as $m + 1$ and $m - 2$.
- To use letters, numbers and symbols to explain how numbers relate to one another, including multiples such as $3 \times p$ or $3p$.
- To write simple algebraic expressions using the four operations.
- To identify the rule by noticing the pattern.
- I can write an expression with two steps.
- I can use a formula to find an unknown length.
- I can list possible combinations of two variables.

<p style="text-align: center;">Science Electricity</p> <ul style="list-style-type: none"> • Explain the importance of the major discoveries in electricity. • To observe and explain the effects of differing volts in a circuit. • To plan an investigation. • To understand variations in how components function. • To record data and report findings. • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • To use recognised symbols when representing a simple circuit in a diagram. 	<p style="text-align: center;">RE Christianity</p> <p><i>How do Christians try to capture the mystery of God as Trinity?</i></p> <ul style="list-style-type: none"> • Engage with the idea of God as a mystery • Enquire into the Christian mystery of God as Trinity • Explore Christian ideas of Trinity in Biblical Narrative • Explore how Christians express belief in the Trinity in Church Practice • Explore how belief in the Trinity affects Christian Living 	<p style="text-align: center;">PE</p> <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • To develop the straddle, forward and backward roll. • To develop rolling into sequence work and on apparatus. • To develop counter balance and counter tension. • To develop counter balance and counter tension into sequence work with apparatus. • To develop jumps and explore the effect of height. • To explore jump sequence work with consideration of performance tools. <p>Outdoor: Handball</p> <ul style="list-style-type: none"> • To develop a variety of passes and know when to use each to maintain possession. • To select appropriate skills to create space, move towards goal and away from defenders. • To use defending skills to prevent an opponent from scoring. • To select and apply the appropriate skill to score goals. • To use defensive skills to gain possession. • To maintain possession under pressure.
<p style="text-align: center;">History</p> <p>N/A this half term</p>	<p style="text-align: center;">Geography Trade and Economics</p> <ul style="list-style-type: none"> • Explain the UK's trade links with other countries. • Use maps to show UK's trade links with other countries. • Explain trade links between El Salvador and the UK. • Explain the importance of fair trade. • Explain the global supply chain. • Explain how trading has changed through history. 	<p style="text-align: center;">Computing</p> <p>Introduction to spreadsheets</p> <ul style="list-style-type: none"> • To identify questions which can be answered using data. • To explain that objects can be described using data. • To explain that formulas can be used to produce calculated data. • To apply formulas to data, including duplicating. • To create a spreadsheet to plan an event. • To choose suitable ways to present data.

<p style="text-align: center;">Art &DT</p>	<p style="text-align: center;">French</p>	<p style="text-align: center;">Music How does music teach us about our community?</p>
<ul style="list-style-type: none"> • To draw details carefully. • Learn about the artist David Hockney. • Learn about the artist Man Ray. • To sculpt clay. • To make a 3D model. • Learn about the artist Leger. • Learn how to use a pencil, pen and charcoal 	<ul style="list-style-type: none"> • Revision of numbers (1-1000) • To revise description, appearance and character of self and family members and friends. • To conjugate the verb to be, in the present tense. • To learn the pronouns, I, you, he/she, we, you (pl), they. 	<ul style="list-style-type: none"> • Explore how the different styles of music in this unit developed from different social themes. • Moderato-116 bpm (beats per minute = tempo) • Time signature: 5/4 (five crotchet beats in every bar) • Key signature: G major • Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers • Melodic patterns using: G, A, B, C, D, E and F#

<p>PSHE and Resilience</p>
<ul style="list-style-type: none"> • I know that good qualifications can lead to a more fulfilling and better paid job. • I can describe how having a job will allow me to achieve certain goals in my life. • I know that money is deducted from my earnings to provide things we all need. • I can describe some ways in which the government uses my money to provide for my needs and my local community. • I am beginning to understand pensions and can describe why having a pension is important later in life. • I know how to keep and interpret basic financial statements (eg bank statement). • I know the difference between a manageable and unmanageable debt. • I can explain the difference between credit, debt, borrowing and saving. • I know money has different values in different countries. • I can calculate exchange rates. • I can describe why insurance is important. • I understand the impact of not being insured if bad things happen.