



## Year 6 Curriculum Map- Spring 1

### English

#### Secrets of a Sun King

- 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

- Improvise, using a range of drama strategies and conventions, to explore themes such as hopes, fears and desires.
- Understand how writers use structure to create coherence and impact.
- Understand different points of view.
- Deduce information about a character from a visual text.
- Offer opinions and provide evidence to support them.
- Consider the ways that visualisation helps to gain a deeper understanding of a description of a setting.
- To use drama strategies to explore characters' feelings.

### Mathematics

#### Percentages

- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

#### 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 (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> 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

<p style="text-align: center;"><b>Science</b> <b>Light</b></p> <ul style="list-style-type: none"> <li>• To understand how we see</li> <li>• To be able to evaluate different light sources</li> <li>• To understand how light reflects from an object to the eye</li> <li>• To create an investigation to explore how humans see objects</li> <li>• To be able to describe how light travels</li> <li>• To explore shadows and create an investigation around how the distance from the light source affects the shadow</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>Hinduism</b></p> <p><i>How do questions about Brahman and atman influence the way a Hindu lives?</i></p> <ul style="list-style-type: none"> <li>• Engage with a dilemma for some Hindu monks</li> <li>• Enquire into Hindu ideas about God, the world and living beings</li> <li>• Explore beliefs about Brahman / Atman in Hindu Narrative</li> <li>• Explore ideas about God in Hindu community practice</li> <li>• Explore Brahman / Atman in relation to Hindu Living</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Copy and repeat a set dance phrase showing confidence in movements.</li> <li>• Work with others to explore and develop the dance idea.</li> <li>• Use changes in dynamics in response to the stimulus.</li> <li>• Demonstrate a sense of rhythm and energy when performing bhangra style motifs.</li> <li>• Perform a bhangra dance, showing an awareness of timing, formations and direction.</li> <li>• Select, order, structure and perform movements in a bhangra style, showing various group formations.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To develop the straddle, forward and backward roll.</li> <li>• To develop rolling into sequence work and on apparatus.</li> <li>• To develop counter balance and counter tension.</li> <li>• To develop counter balance and counter tension into sequence work with apparatus.</li> <li>• To develop jumps and explore the effect of height.</li> <li>• To explore jump sequence work with consideration of performance tools.</li> <li>•</li> </ul>
<p style="text-align: center;"><b>History</b> <b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• To locate Egypt on a map and place Egyptian historical events in chronological order</li> <li>• To understand the importance of the river Nile for life in Ancient Egypt.</li> <li>• To understand life in ancient Egypt and describe the different jobs/role ancient Egyptians had in their society.</li> <li>• To understand the process of mummification</li> <li>• To bring knowledge gathered from several sources together in a fluent account</li> <li>• To select and organise information to produce structured work making connections and contrasts.</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <p>N/A this half term</p>	<p style="text-align: center;"><b>Computing</b> <b>Programming Variables in Games</b></p> <p>To design and debug programmes that accomplish different goals To use conditions and variables To create inputs, loops, sensing and broadcasts To work with multiple Sprites and send messages between them</p>

<p style="text-align: center;"><b>Art &amp;DT</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Understand and use mechanical systems in their products</li> <li>• Select from and use a wider range materials and components, including construction materials according to their functional properties and aesthetic qualities</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>• To find words using a dictionary.</li> <li>• To revise school subjects.</li> <li>• To express an opinion about a subject using a complex sentence.</li> <li>• Using adjectives after nouns.</li> <li>• To understand the main points from a written or audio passage.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p><i>How Does Music Improve Our World?</i></p> <ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes, using the interrelated dimensions of music.</li> </ul>
<p><b>PSHE and Resilience</b></p> <ul style="list-style-type: none"> <li>• I have further knowledge and understanding of the effect that food and physical activity can have on health.</li> <li>• I have further knowledge and understanding of the ways I can keep myself safe in the locality.</li> <li>• I have further knowledge and understanding of ways I can help others to keep themselves safe and healthy.</li> <li>• I have strategies to resist the pressures from others to act in unsafe or unhealthy ways.</li> </ul>		