

YEAR 6 CURRICULUM MAP

2019 - 2020

YEAR GR6OUP	TERM	THEME	THEME TITLE	No. OF WEEKS
6	Autumn 2	Culture & Self	20 th Century Rocks	6

TRIP	PARENTAL ENGAGEMENT
Alfrey Residential	<p><u>End of unit showcase:</u></p> <p>Parents/carers are asked to give their children any old technological devices from the 20th century that they have for their children to bring in – this will hopefully start conversations about the era at home.</p>

9 HABITS	CORE VALUES	PATHs
Considerate Self-control Humble Compassion Joyful Hopeful	<i>Domain specific (transferable) skills:</i> Resilience Equality Compassion Creativity Exploration	<i>Domain specific (transferable) skills:</i> Self-responsibility Self-control Logical reasoning Managing own behaviour Collaboration Teamwork

ENGLISH:

Whole class – Wonder
Greater Depth group – Jungle Book

SPAG:

- Shifts in Formality (Formal reporting/ informal quotes);
- Passive/Active Voice for use with authorial tone;
- Colons, semi-colons and dashes (Dashes for informality);
- Parenthesis (punctuated with commas, brackets or dashes to indicate relevance);
- Inverted commas as punctuation for quotes or direct speech.

ART, DESIGN & TECHNOLOGY: NC: develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- Create a movie poster, relating to information given about a film.
- Create Top Trump cards about famous Football Players in the 20th Century.

MUSIC: NC: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. To improvise and compose music for a range of purposes using the inter-related dimensions of music.

Children will be taught about the staff, semibreve, minim, crotchet, quaver and the rests used in their place. They will be taught about 4 beats in a bar and then figure out how to choose the correct note for the beats by using the lego. They will then draw these into their books. They will then learn the treble clef notes and correctly write them onto a staff. They will then begin to try to play Yellow Submarine by The Beatles on glockenspiels. Then they will write the notes down that they think it is.

TOPIC TITLE:

20th Century Rocks

GEOGRAPHY: NC: describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the British holiday industry boomed from the 1930s onwards. I can understand changes in how people spent their holidays.

PE/SPORT:

Morning PE: Fitness

Afternoon PE: BOXERCISE, FOOTBALL and DODGEBALL

COMPUTING: NC use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Children will need to design the content of an app for school use after being given a scenario.

R.E./PATHS:

Discovery R.E
Religion: Christianity

Christmas – Incarnation
Key Question: How significant is it the Mary was Jesus' mother?

MATHS:

Number: Addition, Subtraction, Multiplication and Division: Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Fractions: use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form.

Geometry – properties of shapes: draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

HISTORY: NC: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how some young people spent their leisure time in the 1960s. I can understand how young people's lives were different in the 1960s compared with today.

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about how and why football changed across the 20th century in Britain and throughout the world.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the role of cinema in 20th century entertainment.

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about how television became a popular leisure activity.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the impact of 20th century technologies on leisure and entertainment in the 21st century.

ENRICHMENT