



YEAR 6 TERM 3 CURRICULUM MAP

THE PIED PIPER OF HAMELIN

KEY PRINCIPLES OF THE TOPIC

Year 6 will have their SATs tests in May. Before this, their focus will be on revision in both English and maths. They will also be beginning to work on their end of year production after the Easter holidays. As they near the performance dates, they will be using their artistic, computer and musical skills to practise their parts, make props and to advertise their show. They will be using all they have learnt in English to write in many different genres as well as in role as their character.

As a topic, Year 6 will complete their focus on World War 2.



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| ENGLISH | <p>REVISION GRAMMAR, PUNCTUATION AND SPELLING Passive and active sentences, subjunctive forms, sub-ordinate clauses, cohesive devices e.g. adverbials, conjunctions/connectives, colon, hyphens, ellipsis, semi-colon, synonym, antonym, all spelling on Y5/6 list</p> <p>READING Practise test skills</p> <p>WRITING Genres to be revised: Diaries, letter writing (formal), narrative (short stories or extracts) based on the book 'The London Eye Mystery' A TRIP ON THE LONDON EYE WILL ENABLE THE CHILDREN TO IDENTIFY THE LOCATION FOR THIS STORY END OF YEAR PRODUCTION Writing to be linked with production include, poetry, story, playscript, letter/diary in role, description of settings.</p> | | MATHEMATICS | <p>As part of the revision process, Year 6 will be revisiting many learning objectives from across the whole year 6 mathematics curriculum.</p> <p>ALGEBRA Use simple formulae; generate and describe linear number sequences; express missing number problems algebraically; find pairs of numbers that satisfy an equation with two unknowns; enumerate possibilities of combinations of two variables.</p> <p>MEASUREMENT Many of the objectives for measurement will be used in a real context as part of the planning and preparation for the end of year production.</p> | | |
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| SCIENCE | <p>DANGER! LOW VOLTAGE Understand how electricity flows through a complete circuit; understand how to use different types of switches to control circuits; understand that the number of components in a circuit affects the way the circuit performs; use the recognised symbols both to draw and to construct circuits of increasing complexity; research how electricity is generated in different ways; prepare debates about different methods of electricity generation, transmission and the siting of generating plants, which they present to the class; recognise which secondary sources are most useful to research their ideas and to use relevant scientific language in their debates.</p> <p>LIGHT UP YOUR WORLD Describe what happens when different shapes are reflected; develop a model of how light travels; apply this model practically to make a periscope; know how to draw ray diagrams; plan fair tests to investigate how different variables affect the size of a shadow; make predictions which will be tested; describe refraction as a phenomenon; they know that white light is made of different colours.</p> <p>OUR CHANGING WORLD Visit a variety of different locations around the school grounds and in the wider environment, identifying examples of animals that they observe and describing what the animals are doing; describe examples of animal behaviour and, based on their observations, suggest reasons for the behaviours and relate them to, for example, the stage of the animal's reproductive cycle, its feeding habits, and adaptations that make the animal suited to the environment in which it lives. THE CHILDREN WILL VISIT HORTON KIRBY AS A DIFFERENT LOCATION</p> | | HISTORY | <p>BOMBS AWAY Year 6 will be completing their topic on which involved a study of an aspect or theme in British history that extends chronological knowledge beyond 1066. The final aspect of this topic will focus on developing their skills in answering historical questions and, in particular, constructing informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources.</p> | | |
| |  | | GEOGRAPHY |  | | |
| |  | | D.T. | <p>3D PROPS FOR THE STAGE AND ACTORS TEXTILES Select a variety of fabrics and other materials which would be best suited for their props/models. STIFF AND FLEXIBLE SHEET MATERIALS Review the quality of materials which have been used to finish the presentation of their props/models and make any necessary final adjustments. MOULDABLE MATERIALS Through evaluating the final product, identify strengths of product and areas of development.</p> | | |
| COMPUTING | <p>CODING Develop an awareness of the capabilities of tablets; understand geolocation; identify interesting, solvable problems; evaluate competing products; pitch a proposal for a tablet app. SET DESIGN Select, use and combine a variety of on a range of digital devices to design and create a range of content that accomplish given goals.</p> | | ART & DESIGN | <p>END OF YEAR PRODUCTION 3D, PRINTING & COMPUTING Create models on a range of scales which are open to interpretation by the audience; produce of props for the play. Overprint using different colours for advertising posters and backdrops. Create a piece of art which can be used as part of a wider presentation to advertise the production.</p> | | |
| P.S.H.E. incl. R.S.E. | <p>CHANGES/TRANSITION Identify positive ways to face new challenges. LOOKING AFTER MY MONEY Know how money is earned, saved and spent; know the responsible use of money. RSE Conception & pregnancy.</p> | | P.E. | <p>ROUNDERS Play in small sided games and be assessed on their bowling batting and fielding; umpire their own games and decide field placements. TENNIS Demonstrate different ways that the ball can be under control; send and receive with a partner; control a tennis ball; demonstrate correct technique when sending over a net. GYMNASTICS Apply gymnastics shapes into compositional sequences combining a variety of gymnastics movements on large apparatus wall bars. DANCE Create, rehearse and perform dances to become part of the final production.</p> | | |
|  | |  | | R.E. | <p>THE JOURNEY OF LIFE AND DEATH Investigate beliefs about life and life after death in Christianity and other religions; consider how it feels when people leave us; reflect on and express their hopes for the future. BRITISH VALUES: this focus will encourage tolerance and harmony between different cultural traditions and provide the children with the foundation to understanding that British citizens have the freedom to choose and hold other faiths and beliefs.</p> | |
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