



YEAR 6 TERM 2 CURRICULUM MAP

BOMBS AWAY!



KEY PRINCIPLES OF THE TOPIC

This topic will continue the theme of invasion and defence of our country by looking at the impact of the Second World War on the lives of the people of Britain. The children will learn the key facts about the Second World War including how technology played its part. To encourage descriptive writing based upon experience, the children will take a ride on the London Eye. During this time, year 6 children be preparing for their SATs tests which happen early next term.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ENGLISH</p>	<p>LETTER WRITING Read, discuss, compare and analyse a wide range of letters for different purposes; identify language features and conventions; plan and write own letters including complete sentences and paragraph organisations. Produce letters linked with texts read in topic.</p> <p>DIARY Read and watch video clips of 'The Diary of Anne Frank; write a diary entry and an eye-witness account of the Blitz in role; edit and improve punctuation, use of vocabulary and spelling.</p> <p>AN ALTERNATIVE CHAPTER Read core texts linked with topic; analyse story structure and characterisation; use story mapping to identify various outcomes or consequences; predict what might happen next; model and support children in developing alternative chapters based on the story; plan, write, evaluate, edit and publish chapters.</p> <p>FORMAL/IMPERSONAL WRITING Read a range of reviews: films, books and TV programmes; identify elements of a formal and informal text including the expression of personal opinions based on the use evidence; plan and write a review or a letter based on key texts read 'Goodnight Mr Tom' or 'The Boy in the Striped Pyjamas'.</p> <p>ARGUMENTS Read a range of balanced and unbalanced arguments; analyse and identify features for success criteria; explore one or more issues through discussion and debating; write both a one-sided (persuasive) argument and a balanced (reasoned) discussion linked with a topical issue or topic area.</p> <p>READING Reading is taught in different ways, using a rich variety of texts. During writing sessions, pupils investigate a text in depth, usually linked to topic work. In guided reading sessions, children work in smaller groups, on a range of texts, these sessions are targeted to develop their reading (decoding) and comprehension skills at their individual level. As well as taking books home, a love of reading is encouraged through reading corners, author visits and celebrations of reading and literature. The year 6 programmes of study for VOCABULARY, GRAMMAR, PUNCTUATION and SPELLING will also be followed.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MATHEMATICS</p> <p>NUMBER - FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES) 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; divide proper fractions by whole numbers; associate a fraction with division and calculate decimal fraction equivalents for a simple fraction; identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places; multiply one-digit numbers with up to 2 decimal places by whole numbers; use written division methods in cases where the answer has up to 2 decimal places; solve problems which require answers to be rounded to specified degrees of accuracy; recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>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 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> <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 2 unknowns; enumerate possibilities of combinations of 2 variables</p> <p>MEASUREMENT Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate; use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places; convert between miles and kilometres; recognise that shapes with the same areas can have different perimeters and vice versa; recognise when it is possible to use formulae for area and volume of shapes; calculate the area of parallelograms and triangles; calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic metres, and extending to other units.</p> <p>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.</p> <p>GEOMETRY - POSITION AND DIRECTION Describe positions on the full coordinate grid; draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>STATISTICS Interpret and construct pie charts and line graphs and use these to solve problems; calculate and interpret the mean as an average.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE</p>	<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 observed and describe what the animals are doing at different times of the year; describe examples of animal behaviour and, based on 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.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p> <p>BOMBS AWAY! Study of an aspect or theme in British history that extends chronological knowledge beyond 1066; develop a chronologically secure knowledge and understanding of British, local and world history, establish clear narratives within and across the period; note connections, contrasts and trends over time and develop the appropriate use of historical terms; devise historically valid questions about change, cause, similarity and difference, and significance; construct 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. Know when and why did WW2 started, which countries were involved; who were the main leaders involved; how advances in technology enabled the development of a more effective, better equipped air force and the effect this had on the outcome; how the war affected the lives of children in this country, including the blitz, evacuation and rationing explore the use of propaganda</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY</p> <p>Develop knowledge about the world by using maps/globes/atlas to focus on the different regions involved in WW2; the environmental regions they occupied; key physical and human characteristics; types of settlements including land use; ask geographical questions; collect, record, analyse evidence and draw conclusions; how different invasions have shaped the English landscape; topical geographical issues; identifying and explain different views that people have; draw maps and plans at a range of scale; use decision making skills.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPUTING</p>	<p>WE ARE MARKET RESEARCHERS Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>WE ARE INTERFACE DESIGNERS Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART & DESIGN</p> <p>WORLD WAR 2 DRAWING AND PAINTING Create rationing billboard posters and propaganda artwork using a wide range of techniques; explain what their own style is and why they have chosen specific painting techniques; explain why they have combined different tools to create drawings of landscapes in war time; communicate emotions and a sense of self with accuracy and imagination in sketches.</p> <p>COMPUTING Use software packages to create pieces of digital art to design propaganda artwork.</p> <p>PRINTING Overprint using different colours to create World War 2 memorabilia; look carefully at the methods used to make decisions about the effectiveness of their printing methods.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D.T.</p> <p>SHELTERS, TRENCHES, 3D GAS MASKS Use market research to inform their design.</p> <p>TEXTILES Use tools and materials precisely using a wider range of construction, materials and textiles for an aesthetic finish.</p> <p>STIFF AND FLEXIBLE SHEET MATERIALS Consider ways in which their final product can be improved.</p> <p>MOULDABLE MATERIALS Consider the use of the product when selecting materials.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">MUSIC</p> <p>Listen to and discuss the BBC Ten Pieces; listen to music and identify contrasting moods and sensations; analyse and compare musical features; internalise short melodies and perform them by ear; sing confidently and expressively with attention to dynamics and phrasing; identify and discuss how venue, occasion and purpose affect the way music is created, performed and heard.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">P.S.H.E. incl. R.S.E.</p>	<p>DRUGS, ALCOHOL AND TOBACCO EDUCATION List the commonly available substances and drugs that are legal and illegal; describe some of the effects and risks of these. Demonstrate effective ways of resisting negative pressure, including from peers. RSE To understand that menstruation and wet dreams are a normal part of growing up; to explore in menstruation issues in detail with girl only groups</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">P.E.</p> <p>GAMES Understand and demonstrate a range of controlled passing, shooting and dribbling skills; play small-sided games involving these skills with an understanding of rules and skills above, in football, basketball, netball or hockey.</p> <p>GYMNASTICS Understand possible variations in level, speed and direction when working with a partner; join together sequences of movements that synchronise with partners include using rhythm and timing; transfer skills from floor to apparatus.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R.E.</p> <p>ISLAM - THROUGH MEDIA PERSPECTIVES AND RELIGIOUS PRINCIPLES Discuss how the media has portrayed people's perception of Islam and compare it with the actual principles of Islam.</p> <p>ACTIONS AND SYMBOLISM OF EASTER CELEBRATIONS IN ORTHODOX TRADITION Look at how the Orthodox Easter symbolise Christian beliefs about Jesus; learn about what all Christians share about Easter; learn how Easter teaches all Christians about life and death.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">M.F.L.</p> <p>Creating a café Crear una Cafetería Then and Now El pasado y el presente</p>

