

# Cleves School Curriculum Map

## Year 6 - SUMMER 2022

### 'BRITAIN IN WWII'

#### Maths

#### Revision of key Year 6 objectives.

#### Geometry

- **Position and Direction**
  - Use positions on the full coordinate grid (all four quadrants)
  - Draw and label rectangles (including squares), parallelograms and rhombuses specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes
  - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
  
- **Properties of Shape**
  - Draw 2-D shapes accurately using given dimensions and angles
  - Build simple 3-D shapes, including making nets; recognise 3D shapes from their nets
  - Compare and classify geometric shapes based on increasingly complex geometric properties and sizes
  - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter of a circle 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
  - Find unknown angles and lengths in triangles, quadrilaterals, and regular polygons

#### Statistics

- Interpret data in pie charts; present data using pie charts and line graphs; solve problems using pie charts and line graphs
- Consolidate skills in interpreting and completing more complex tables, including timetables
- Calculate and interpret the mean as an average
- Describe and interpret observed distributions of a single variable using mean, median, mode and range

#### Maths Investigations

## Literacy

- **Reading**
  - To read a range of age-appropriate fiction, non-fiction and poetry texts
  - To read and identify the key structural and language features of poetry by significant children's poets
  - To learn by heart and perform poems, using intonation, volume and actions effectively to engage the audience
  - To explain their understanding of a text through formal presentations, using notes if necessary
  - To explain and discuss their understanding of a text through debate, including a counter argument in response to another point of view
  - To compare themes and language choices within and between books they have read
  - To compare, contrast and evaluate different non-fiction texts
- **Writing**
  - 3rd person and 1st person narrative writing inspired by the text 'Friend or Foe' by Michael Morpurgo
  - Information text - Evacuees
  - Poetry - Witches Poem (based on Macbeth)
  - War poetry
- **SPAG - Spelling, Punctuation and Grammar**
  - To spell accurately and apply spelling rules (and their exceptions) in all written work
  - To understand grammar terminology and use it correctly
  - To use a wide range of punctuation and vocabulary accurately for effect

## Computing

### Computer Science

- Debug own and others' computer programs
- Design efficient solutions to problems by creating algorithms that use the fewest steps.
- Put together algorithms created by others to solve problems.
- To use algorithms to control physical systems (Crumble - linked with DT)

### Digital Citizenship

- Recognising and Resolving e-safety concerns
- Continue to develop understanding of appropriate behaviour when online - digital etiquette
- Understanding issues surrounding copyright and intellectual property
- To give appropriate credit for use of others' content in their work

## Science

### Animals, Including Humans

- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

### Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

	<p style="text-align: center;"><b>History/Geography</b></p> <p><b>World War II</b></p> <ul style="list-style-type: none"> <li>• Can examine periods in world history; identifying contrasts with and influences on British society at the time.</li> <li>• Can discuss the impact and causes of historical changes in Britain.</li> <li>• Can create historically valid questions about cause and significance.</li> <li>• Can make links between events and changes; giving reasons for them and explaining the result.</li> <li>• Can make links between events and changes; giving reasons for them and explaining the result.</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b>What are the important times for Jews?</b></p> <ul style="list-style-type: none"> <li>• To learn about Jewish worship</li> <li>• To find out how Jewish people celebrate important milestones</li> <li>• To learn about key Jewish festivals and how and why these are celebrated</li> <li>• The meaning behind the key features, artefacts &amp; symbols found in a synagogue</li> <li>• The significance of the synagogue for Jews in terms of being a place for worship, learning and community</li> </ul>
<p style="text-align: center;"><b>PSHE/Philosophy</b></p> <p><b>Moving On</b></p> <ul style="list-style-type: none"> <li>• Preparing for Secondary School transition, including induction visits</li> </ul> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• What affects mental health and how to cope.</li> <li>• Managing loss and bereavement.</li> <li>• Human reproduction, pregnancy and responsibilities of being a parent.</li> <li>• Keeping personal information safe and sharing images.</li> <li>• Age ratings and restrictions and their importance.</li> <li>• Drug use, risk and effects. The law on drugs and messages in the media.</li> </ul>	<p style="text-align: center;"><b>PSHE/Philosophy</b></p> <p><b>Living Together in One World</b></p> <ul style="list-style-type: none"> <li>• To consider different communities we belong to and our how actions affect others.</li> <li>• To consider and discuss situations of social and economic unfairness.</li> <li>• To understand that religions teach the importance of sharing and helping those in need.</li> <li>• To identify the different communities we belong to at a local, national, global level</li> <li>• To further investigate the term ‘Global Citizen’ and what it means to us</li> <li>• To consider how seeing the world from another person’s point of view can help make us better Global Citizens</li> </ul>	<p style="text-align: center;"><b>PSHE/Philosophy</b></p> <p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>• Valuing diversity.</li> <li>• Challenging discrimination and stereotypes.</li> <li>• Media sources and their reliability including altered images.</li> <li>• Sharing things online and their appropriateness.</li> </ul>

<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>• Art inspired by the topic work WW2.</li> <li>• Monotone artwork. Abstract Expressionism based upon the work of Franz Kline.</li> <li>• Use of black and white photos of London during the Blitz.</li> <li>• Large scale mixed media pieces.</li> </ul>	<p style="text-align: center;"><b>PE/Games</b></p> <p>GAMES:</p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Rounders</li> <li>• Tennis</li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<p style="text-align: center;"><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Create fairground ride with computer controlled motor and lights ((linked with Computing)</li> <li>• Can cut accurately to 1mm: strip wood, dowel &amp; square section</li> <li>• Can select the most appropriate way to join or secure materials</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Djembe drumming/Ukulele playing</li> <li>• Contemporary/Jazz Music</li> <li>• Live performance</li> <li>• Analysing/performing rhythms</li> <li>• Understanding structure</li> <li>• To practise, evaluate and refine musical performance</li> </ul>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>• Sports and hobbies</li> <li>• Sentence work with opinions</li> <li>• Revision of tenses</li> <li>• Revision of past topics</li> <li>• Project work for consolidation</li> </ul>	