Class: 6   **Spring 2017 First Half Termly Curriculum Map**   **Topic: World War 2**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English 500 word story Information Texts (WW2 and local animals)	**Diary Extract:** An evacuee leaving. How it was portrayed in the media vs real life. Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Develop their understanding of the concept set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely Draft and write by: using a wide range of devices to build cohesion within and across paragraphs **Use of the semi-colon, colon and dash to mark the boundary between independent clauses** **Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choosing appropriate the register**	**Reports** **Newspaper articles.** **Handwriting** Develop their understanding of the concept set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely Develop their understanding of the concept set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with implied (I.e. omitted) relative pronoun Develop their understanding of the concept set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause Using passive verbs to affect the presentation of information in a sentence **Use of the semi-colon, colon and dash to mark the boundary between independent clauses** **Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choosing appropriate the registe**	**500 word story competition:** **Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own** Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning **Proof-read for spelling and punctuation errors** Develop their understanding of the concept set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely Develop their understanding of the concept set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with implied (I.e. omitted) relative pronoun **Use of the semi-colon, colon and dash to mark the boundary between independent clauses**	**500 word story competition:** **Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own** Plan their writing by: noting and developing initial ideas, drawing on reading and research where 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independent clauses**

Big Write	Diary Entry. An evacuee.	Newspaper article: The Battle of Britain.	Fiction: Setting/character description.	500 word story	500 word story	Information text. World War 2.
Spelling	**ant** brilliant significant relevant servant assistant constant pleasant hesitant infant observant	**ent** moment present patient student independent client document current incident agent	**able** adorable applicable believable considerable durable tolerable changeable noticeable excitable irritable	**ible** forcible legible divisible incredible possible responsible invincible gullible credible	**Ought/aught** ought bought thought nought sought brought fought taught caught fraught	Spelling Test
Grammar	Word classes. Game: Article Adjective Noun Verb Adverb Preposition Article Adjective Noun	Clauses and Phrases (main clause, subordinate clause, relative clauses)	Pronouns Conjunctions (subordinating and co-ordinating)	Synonyms and antonyms	Active and passive voice	Tenses Present Past Present continuous Past continuous Perfect

Guided Reading	**Guided reading groups** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence **Spelling** common exception words **Comprehension** Read extract/text and answer questions. **Independent reading** **Sentences builder** Add a preposition Extend using a dash Use expanded noun phrase Add an adverb Add a fronted adverbial Use a modal verb Use parenthesis Use conjunction as an opener Use a semi-colon/colon.	**Guided reading groups** Predicting what might happen from details stated and implied **Spelling** common exception words **Comprehension** Read extract/text and answer questions. **Independent reading** **Sentences builder** Add a preposition Extend using a dash Use expanded noun phrase Add an adverb Add a fronted adverbial Use a modal verb Use parenthesis Use conjunction as an opener Use a semi-colon/colon.	**Guided reading groups** identifying how language, structure and presentation contribute to meaning **Spelling** common exception words **Comprehension** Read extract/text and answer questions. **Independent reading** **Sentences builder** Add a preposition Extend using a dash Use expanded noun phrase Add an adverb Add a fronted adverbial Use a modal verb Use parenthesis Use conjunction as an opener Use a semi-colon/colon.	**Guided reading groups** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context **Spelling** common exception words **Comprehension** Read extract/text and answer questions. **Independent reading** **Sentences builder** Add a preposition Extend using a dash Use expanded noun phrase Add an adverb Add a fronted adverbial Use a modal verb Use parenthesis Use conjunction as an opener Use a semi-colon/colon. .	**Guided reading groups** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader **Spelling** common exception words **Comprehension** Read extract/text and answer questions. **Independent reading** **Sentences builder** Add a preposition Extend using a dash Use expanded noun phrase Add an adverb Add a fronted adverbial Use a modal verb Use parenthesis Use conjunction as an opener Use a semi-colon/colon.	**Guided reading groups** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas **Spelling** common exception words **Comprehension** Read extract/text and answer questions. **Independent reading** **Sentences builder** Add a preposition Extend using a dash Use expanded noun phrase Add an adverb Add a fronted adverbial Use a modal verb Use parenthesis Use conjunction as an opener Use a semi-colon/colon.

Maths	Calculating	Measurements			Percentages	Calculation/fraction recap
	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	solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 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 (cm3) and cubic metres (m3), and extending to other units			solve problems involving the calculation of percentages and the use of percentages for comparison recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Assess and review **Assessments** Practise SATs paper
Big maths	C: 0.7s, 7s, 70s.	C:0.4s, 4s, 40s	C: Count 4 ways.	C: Difference between negative and positive integers.	C: count in 0.8s, 800s etc…	C: count in 0.8s, 800s etc…
	L: 7 times table	L: Recap 4 times table	L: 12 times table	L: Recap 9 times table	L: Recap 8 times table	L: Recap 11 times table
	I: Units of measure: distance	I: Units of measure: mass.	I: POM factors	I: Jigsaw pieces	I: POM factors	I: POM factors
	C: None	C: Addition Add 3 digit numbers mentally. Include decimals and mixed decimals.	C: Multiplying 3 digit numbers x 1 digit numbers. Mental method. Including decimals	C: Subtracting Finding the difference between 3digit numbers mentally. Include decimals and mixed decimals.	C: Division 3 digit numbers divided by 1 digit numbers (using a mental method). Extend into decimals. Represent remainders as fractions and decimals.	C: Division 3 digit numbers divided by 1 digit numbers (using a mental method). Extend into decimals. Represent remainders as fractions and decimals.

Science Evolution		Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Charles Darwin's journey on The Beagle. Darwin's Finches Look at beak shapes. Why might they be different?	Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Apes, evolution, How are we related? Why might we have evolved in this way? Pasta activity.	Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago The fossil record. Toilet paper timeline to demonstrate the time spans that we are talking about. Make and excavate fossils.	Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. For an animal of their choice independently research and investigate: How it is adapted to its environment. How it might have evolved over time to become more successful. Discuss future evolutionary changes that might happen to adapt to the changing world.	Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments. Research and present findings on a number of evolutionary scientists including: Alfred Russell Wallace, Charles Darwin, Mary Anning, Jane Goodall, Mary and Louis Leakey. What did they find out? How did they collect evidence? How did it shape their theories and ideas?
Art and Design	**Papier Mache Spitfires and Messerschmitts** *Create 3D sculptures and constructions with increasing independence* *Experiment with creating mixed-media art work by combining a range of skills already learnt (e.g. drawing, batik, printing, sculpture, collage). This could also include photography and video.* *I can analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.* *I can adapt and refine my work to reflect my own view of its purpose and meaning.* *Use their sketchbooks to carry out preliminary studies, test media and materials and mix appropriate colours* Make frame using wire and newspaper. Papier mache over frame. Mix colours and paint.				**Battle of Britain Silhouettes.** *Independently use sketchbook to inform and develop ideas.* *Create shades (any colour mixed with black) and tints (any colour mixed with white)* *Choose appropriate paint, paper and implements to adapt and extend their work* *Show an awareness of how paintings are created (composition)*

Computing	*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* *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* Using scratch, create Battle of Britain games.	Internet Safety. *Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* Discuss, research and design posters for school council project.	*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* Cross curricular - Use Prezi software to create presentation about the battle of Britain. .
Design Technology Dig for Victory!	**Cooking and nutrition** *That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world* *That seasons may affect the food available* *How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source* *How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking* *That recipes can be adapted to change the appearance, taste, texture and aroma* *That different food and drink contain different substances – nutrients, water and fibre – that are needed for health* Research crops that were suggested to be grown at different times of the year. Design recipe and layout for raised beds. Plant seeds. Use crops to cook with until the end of the academic year.		
Geography	*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* Map of Europe. Locate countries involved in WW2.	*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* Map of the English channel. Show where German/English forces were during Battle of Britain.	History these weeks.

History					
	To recognise the past is represented & interpreted in different ways by different people. *To discern how & why contrasting arguments & interpretations of the past have been* Evacuees Evacuees – labelled. Pack a bag. Life in the country side. September 1939 onwards… http://www.bbc.co.uk/history/events/evacuation#p00g3rt5 Diary as an evacuee. How it was portrayed in the media vs real life.	*To place events, people & changes in correct periods of time.* *To develop a chronologically secure knowledge and understanding.* Overview Timeline: WW2 significant events up to the Battle of Britain.	*To identify & describe reasons for & against historical events, situations & changes.* *To pose valid questions about change, cause, similarity, difference and significance of events.* *To establish clear narratives within and across a period of study.* The Battle of Britain https://www.youtube.com/watch?v=euRlmTHpSCI Facts including number of aeroplanes and fighters to start. The speed etc… Why the battle started. Luftwaffe and German Messerschmitt advantages and disadvantages. RAF and Supermarine Spitfire advantages and disadvantages. Include. Radar. Land defences. Rebuilding time. What did the Germans do when their air attack was unsuccessful? SEE different sources (saved on laptop).	*To describe & make links between different events and situations.* *To pose valid questions about change, cause, similarity, difference and significance of events.* The Blitz Blackouts Anderson shelters Rationing	*To establish clear narratives within and across a period of study.* D-Day How did the war end?

Languages	*Enjoy listening to & speaking in the language.*
	Listen and respond to familiar spoken words, phrases & sentences.
	Communicate with others using simple words and phrases & short sentences.
	Recognise & understand some familiar words & phrases in written form.
	Write some familiar simple words using a model. (ie. copy)
	Write some familiar words from memory.
	German: basic phrases. Yes/No. Please/Thankyou/you're welcome. Hello/good morning. https://www.speaklanguages.com/german/phrases/basic-phrases
	French: Assess and review basic phrases. Introduce conversations. http://ielanguages.com/frenchphrases.html
	Where is? Etc…
Music	None this half-term.
PE	**Swimming**
	• Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills
	• Improve linking movements and actions
	• Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges
	• Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity
	• Describe and evaluate the quality of swimming and recognise what needs improving
Religious Education	None this term.

PSHE	*To explore how the media present information.*	*To recognise their worth as individuals by identifying positive things about*
	To research, discuss and debate topical issues, problems and events.	*themselves and their achievements, seeing their mistakes, making amends and*
	To talk and write about their opinions, and explain their views, on issues that affect themselves and society.	*setting personal goals*
		Delivered through Circle Time.
	Cross- curricular. Explore the way that the media presents information, comparing evacuees' diary entries and recounts and what they suggest compared to the photos/newspapers/adverts and propaganda posters.	Everybody is good at something; nobody is good at everything. What are your strengths? What would you like to become better at? How are you going to do it? What might prevent you? What might help you?
	Compare evacuations to modern refugees. Look at similarities. Look at the language used in newspaper headlines. What does it suggest? Is it fair?	
Debating	Should Britain accept more refugees into the country?	