



Redwood Primary School Curriculum Map for Year: 6 Term: Spring

	What will I be learning about during this unit?	What prior learning will I bring to this unit of work?	What new vocabulary will I learn during this unit of work?
English	<p>Pupils will study a range of fiction, non-fiction and poetry including: Kensuke's Kingdom, Wallace and Gromit (The Wrong Trousers short film), The Piano. They will produce formal speeches, narratives, including those with flashbacks, diary entries and monologues, writing from different perspectives, persuasive letters, newspapers, debates, arguments and poems.</p> <p>Whole class reading: Holes / Pig Heart Boy / The Boy in the Suit</p> <p>Class Read: Insignificant Events in the Life of a Cactus / Variety of texts for comprehension</p>	See Literacy Progression Document and Literacy overview	<p>Subjunctive form, Colloquial.</p> <p>Archaic language linked to specific texts, e.g. o'er, casement, harry, thou,</p> <p>Text specific vocabulary – see Literacy units.</p> <p>Figurative language – simile, metaphor, personification, imagery, hyperbole.</p>
Mathematics	<p>Measurement: Converting Units</p> <p>Number: Ratio</p> <p>Number: Algebra</p> <p>Number: Decimals</p> <p>Number: Fractions, decimals and percentages.</p> <p>Measurement: Perimeter, area and volume.</p> <p>Statistics</p>	See White Rose Long Term Overview	See White Rose Long Term Overview
Science	<p><u>Living Things and their Habitats</u></p> <p>- I will be learning to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>- I will be learning to give reasons for classifying plants and animals based on specific characteristic.</p>	<p>I will have learnt to recognise that living things can be grouped in a variety of ways and used classification keys to help group and identify living things.</p> <p>I will have recognised that environments can change and that this can sometimes pose dangers to living things.</p>	<p>phylum, , genus, species, Linnaeus, opinion, similarities, differences</p> <p>family, branching classification key, group, observations, support, refute</p>



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	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> - I will be learning about the circulatory system, the impact of diet, exercise and drugs. - I will learn about way in which nutrients and water are transported within animals and humans. 	<p>I will have learnt to identify the parts and functions of different systems within the body.</p> <p>I will have learnt about the different types of nutrients.</p>	<p>blood vessels, aorta, atrium, ventricle, artery, vein, pulmonary, superior vena cava, inferior, pulmonic, aortic valve, trachea, bronchus, bronchiole, diaphragms, air sacs, alveoli, capillary,</p>
Computing	<p><u>Coding (Text Adventures)</u></p> <ul style="list-style-type: none"> - I will be learning to select, use and combine a variety of software on a range of digital devices. I will be creating a range of programs, systems and content. - I will be learning to design, write and debug programs and learning to sequence, selection and repetition in programs. <p><u>Blogging</u></p> <p>Pupils use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content to accomplish given goals and the opportunities they offer for communication and collaboration.</p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> - I will be learning to use technology safely, respectfully and responsibly - I will be learning to recognise acceptable and unacceptable behaviour - I will be learning to identify a range of ways to report concerns about content and contact. 	<p>I will have learnt highlighting, lassoing, cut and pasting from the internet and applying styles to documents. I will have learnt about presenting ideas and how to touch type.</p> <p>I will have learnt Touch Typing and experienced writing for different audiences. I will have developed word processing skills and used 'Game Creator'</p> <p>I have learnt what cyberbullying, the rings of responsibility, power of Words, the reliability of sources and reporting online issues.</p>	<p>Short cut, short cut keys, orient, page view, layout, page size, columns, margins. Text based adventure, concept map, debug, sprite, function.</p> <p>Audience, blog, blog page, blog post, collaborative, icon.</p> <p>Cyberbullying, impact, consequences, actions.</p>
History	<p><u>Ancient Maya (Spring 2)</u></p> <ul style="list-style-type: none"> - I will be learning about an ancient civilisation and recognise how Mayan's location and climate impact on 	<p>I will have a developing understanding of chronology and will have placed periods of history studied in</p>	<p>Maya, Mayan, ahau or ahaw, batab, cacao, cenote, chac mool, Chichen Itza, city-state, Classic Period, codex,</p>



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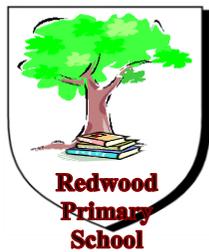
	<p>their beliefs.</p> <ul style="list-style-type: none"> - I will be learning about the Mayan gods, and how these are worshipped. - I will be learning about the Mayan Calendar and their beliefs. 	<p>chronological order. I will have experience of using a variety of historical sources and will have carried out historical research across different periods of history. I will have made comparisons and identified contrasts between periods of history.</p> <p>In Year 4, I have learnt about Ancient Egypt and in Year 5, Ancient Greece. In Year 6 I have learnt about World War 2.</p>	<p>glyph, haab, Hero Twins, huipil, Itzamna, Kin, Kukulcan, lintel, nacom, obsidian, Popol Vuh, Pre-classic period, Post-classic period, quetzal, stela, Tikal, tzolk'in, uinal, Yucatan Peninsula.</p>
Geography	<p><u>Commotion in the Ocean (Spring 1)</u></p> <ul style="list-style-type: none"> - I will be learning about the layers of the ocean and the impacts of plastic pollution. - I will be learning about the impact of climate change on coral reefs and shrinking ice caps. - I will be learning about the impacts of oil pollution and over fishing on the environment 	<p>I will have learnt about coasts, rainforests, the blue planet and about trade and agriculture</p>	<p>Names of oceans and seas of the world.</p> <p>Longitude, Latitude, plastic pollution, fossil fuels, versatile, decompose, landfill, toxins, sea-bin, microbeads, internally, visual pollution, Zones of the oceans: Sunlight, Twilight, Midnight, Lower Midnight, Trenches. Mesopelagic, bathypelagic, abyssopelagic, hadopelagic.</p> <p>Climate changes, global warming, shrinking glaciers, greenhouse gases, over fishing, bycatching.</p>
Art	<p><u>Plastic Pollution – Angela Haseltine Pozzi and Pam Longobardi</u></p> <p>I can create a working document of thoughts and ideas.</p> <p>I can explain how and why I have chosen certain processes and methods for my work.</p> <p>I can work collaboratively to develop and extend my ideas in a group.</p> <p>I can describe various techniques and choose a favourite to use.</p> <p>I can describe the potential uses of a variety of materials.</p>	<p>In Year 5, I learnt:</p> <p>To join materials using different methods</p> <p>To create a batik pattern safely</p> <p>To create a mixed media collage</p>	<p>Conceptual artist, Drifters / Washed Ashore projects, thought-provoking, debris, accentuate, enhance, detract, mould, mod-rock, plaster.</p>



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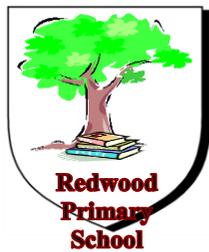
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DT	<p><u>Phone cases</u></p> <ul style="list-style-type: none"> -I can explore and write a design criteria for a phones case -I can generate a range of design ideas and clearly communicate my final decision - I can make a template -I can use a range of stitches -I can organise my ideas into a step by step plan -I can follow my plan and make my phone case - I can evaluate my product against my design criteria 	In Year 2 and 3 the children will have explored different materials and sewing stitches	Fabric, textile, thread, fabric, buttons, Velcro, press studs, ribbon, felt, needles, different threads, scissors, fabric glue, design, make, evaluate
RE	<p><u>What matters most to Christians & Humanists?</u></p> <p>I can reflect on the question: why do people do good things and bad things? Talk about how having a 'code for living' might help people to be good. I can think about the fact that values can clash and that doing the right thing can be difficult.</p>	Children have studied the following: Year 3 - Why is The Bible so important to Christians? Year 3 & Year 4 - What does it mean to be a Christian in Britain today? Year 4 – Why is Jesus inspiring to some people?	Christian, Humanist, code for living, moral, values, fairness, freedom, truth, honesty, kindness, peace, intentions
PSHE	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - I will be learning the importance of identifying my own strengths and how to set myself goals with specific success criteria to help me reach my goal. - I will be learning about problems in the world, which may affect myself and people I can discuss this with. I will be learning to recognise the emotions I experience when learning about those who are less fortunate than myself. <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - I will be learning about the impact of food, different types of drugs and their effects on the body particularly the liver and heart. 	See Jigsaw scheme for 'Dreams and Goals' and 'Healthy Me' Key Stage 2 overview.	Aspirations, realistic goals, achieve, university, diversity, motivation, praise, compliments, contributions, achievements
			Healthy, diet, energy, physical, emotional, drugs, alcohol, anti-social, responsibly, law, misused, emergencies, mental health



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	<ul style="list-style-type: none"> - I will be able to evaluate when alcohol is being used responsibly, anti-socially or being misused. - I will be able to understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. 		
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> - I will be building on my previous dance learning and will be learning to identify and repeat patterns and actions of a chosen dance style. - I will be building on my previous learning to compose individual, partner and group dances that reflect a chosen dance style. - I will be continuing to build on my previous learning to move appropriately and with the required style in relation to the stimuli (e.g. using variations, levels, ways of travelling, motifs, expression and flexibility) <p><u>Invasion Games (Hockey)</u></p> <p>Children will learn Hockey developing dodging skills and tactics of the games including defending and attacking positions. They will develop team skills and sportsmanship as well as game specific ball skills, passes and rules.</p> <p><u>Net and Wall Games (Volleyball)</u></p> <p>Children will develop their understanding of the principles of Volleyball. Pupils will think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Children will have learnt about pace and timing in movements. They will have learnt how to use transitions to link motifs smoothly together.</p> <p>Children will have learnt a variety of Invasion skills throughout Key Stage 2, developing team skills, cooperation and understanding rules. They will have practised a variety of throwing, receiving and passing techniques.</p> <p>The children will have learnt to use running, jumping, throwing and catching in isolation and in combination in a variety of net and wall games. They will have played competitive games, modified where appropriate and applied basic principles suitable for attacking and defending.</p>	<p><u>Dance</u></p> <p>Assess, isolation, techniques, precision, fluency, combine, evaluation, co-operation</p> <p><u>Hockey</u></p> <p>dribble, pass, receive, tackle, intercept, run, shoot, collaboration.</p> <p><u>Volleyball</u></p> <p>throw, catch, set, dig, serve, rally tactics, attacking and defending, thrust, placement, stance, recover, opposing, non-dominant, dominant, baseline, cushion, ground.</p>



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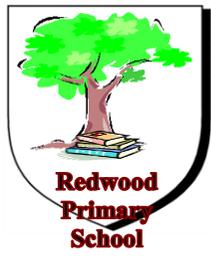
	<p><u>Yoga</u> Pupils will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>	<p>Throughout the key stage pupils will have developed flexibility, strength, technique, control and balance.</p>	<p><u>Yoga</u> balance, strength, flexibility, co-ordination, focus, concentration, confidence, independence, determination, flow, transition, exhale, inhale, fluidly, expand, salutation, engage.</p>
<p>Primary Languages</p>	<p><u>Phonics</u> At the beginning of every term, phonics will be revisited.</p> <p><u>La Date – the date</u> Children will be taught the seven days of the week, the twelve months of the year and revisit the numbers 1-31 in French in context. Children will learn to ask and answer what the date is in French. Children will learn to ask and answer the question ‘when is your birthday?’ in French.</p>	<p>Children will have learnt French phonics termly throughout Key Stage 2: Early Language Teaching Type, Intermediate Teaching Type – Set 1 and 2 and then Progressive Teaching Type.</p> <p>The children will have learnt to use phrases in French to say how they feel. They will have learn how they can say my name is...They will be able to say numbers 1-10 and colours. The children will have learnt 10 verbs in French, they will have learnt how to say ‘I am able’ and ‘I am not able’ in French. In Year 5, they will have learnt to talk about</p>	<p>See MFL Curriculum Coverage Planner for specific vocabulary.</p> <p>la date <i>the date</i>, les jours de la semaine, <i>the days of the week</i>, Les mois de l'année, <i>the months of the year</i> Aujourd'hui c'est quel jour ? <i>What day is it today?</i> Aujourd'hui c'est... <i>Today it is...</i></p>



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		<p>themselves in the unit 'Je me presente' (name, how they are feeling, where they live). They will have learnt numbers to 70 at the beginning of Year 6.</p>	
<p>Music</p>	<p><u>Composing and Chords</u> Children will learn that if we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, children will create an accompaniment and the composition extension activities will help you to learn about chords. They will explore the question: How Does Music Improve Our World?</p> <p><u>Enjoying Musical Styles</u> The children will learn about the different 'textures of music'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Children will explore how voices and instruments combine to create texture in music. Children will consider the question: How Does Music Teach Us About Our Community?</p>	<p>In Year 5 pupils learn control, phrasing and expression in singing; to hold part in a round (pitch/structure); maintain a more complex part within an ensemble (e.g. sing in a round or in harmony); create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals); know how pulse, rhythm and pitch fit together.</p> <p>In Year 5, pupils describe different purposes of music in history/ other cultures; use musical vocabulary to explain some of the reasons why a piece of music might have been composed; explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>



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Enrichment

Dance for an audience – parents.
Severn Trent visitor re. Water pollution.
Winning Minds / Compass SATS preparation sessions.