

SUMMER CURRICULUM MAP

YEAR 6

2020/2021



ENGLISH

<p>Fiction 1: Classic Fiction Required texts: Just William 1 by Richmal Crompton Description: Use Just William texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories. Grammar focus: 1. Use commas to clarify meaning 2. Use brackets, dashes or commas to indicate parenthesis 3. Use dashes to mark boundaries between independent clauses 4. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Non-fiction 1: Chronological Reports Required texts: When Jessie Came Across the Sea by Amy Hest Mr George Baker by Amy Hest Description: Use When Jessie Came Across the Sea and Mr George Baker to discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography. Grammar focus: 1. Use passive verbs to affect the presentation of information in a sentence 2. Use hyphens to avoid ambiguity 3. Use the perfect form of verbs to mark relationships of time and cause 4. Use a colon to introduce a list 5. Use and understand UKS2 grammar accurately and appropriately</p>	<p>Poetry 1: Poet Study: Emily Dickinson Required texts: A variety of poems provided Description: Reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson. The unit culminates in a debate about fame and publication. Grammar focus: 1. Use expanded noun phrases to convey complicated information concisely 2. Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun 3. Use semi-colons, colons or dashes to mark boundaries between main clauses</p>
<p>Fiction 2: Modern Classic Fiction Required texts: The Eighteenth Emergency by Betsy Byers Description: Children will study classic narrative fiction. Using The Eighteenth Emergency by Betsy Byers, they will look at the differences between literal and inferred information. They will examine how the author modifies their language to change the emphasis in writing, using adverbials and modal verbs. The children will then use these features of language to plan and write detailed stories of their own. Grammar focus: 1. Use commas to clarify meaning or avoid ambiguity in writing 2. Look at the infinitive form of a verb, and the split infinitive 3. Use expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs 4. Use and understand UKS2 grammar accurately and appropriately</p>	<p>Non-fiction 2: Information Texts Required texts: The First Drawing by M Gerstein Stone Age Boy by S Kitamura The Secrets of Stonehenge by M Manning Description: Children explore information texts using the Stone Age as inspiration, including: The First Drawing; The Secrets of Stonehenge; and Stone Age Boy. They consider formal and informal language; explore modal verbs; revise a wide range of punctuation; write information texts in different styles; travel in time and share everything they have learnt in a show-stopping exhibition. Grammar focus: 1. Use modal verbs to indicate degrees of possibility 2. Use bullet points and punctuate correctly 3. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 4. Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.</p>	<p>Poetry 2: Dialogue Poems Required texts: A variety of poems provided Description: Read a dialogue poem from Bahrain - The Rat and the Ship's Captain, and investigate idioms and pronouns. Compare with the poem The Lion and Albert and study the perfect form of verbs. Finally look at modern conversation poems by Michael Rosen and write a similar one. Grammar focus: 1. Use the perfect form of verbs to mark relationships of time and cause 2. Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun LKS2 revision 1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Year 3/4) 2. Indicate possession by using the possessive apostrophe (Y3/4)</p>



MATHS**Number**

1. Locate numbers up to 10 million on a landmarked line; use this to compare/order numbers.
2. Round to ten, a hundred, a thousand, ten thousand, one hundred thousand or a million, as approp.
3. Use negative numbers in context, calculate intervals across zero.
4. Solve number and practical problems involving place value, rounding and negative numbers.
5. Consolidate: Add & subtract mentally with confidence, where numbers are < 100 or it relies upon simple addition/subtraction and place value.

Addition and subtraction

6. Consolidate: Add several large numbers using written addition, including 'piles of numbers' with different numbers of digits.
7. Consolidate: Subtract large numbers using decomposition or counting up if appropriate
8. Solve addition/subtraction multi-step problems in context, deciding which operations to use & why.

Multiplication and division

9. Know all multiplication and division facts up to 12×12 ; identify common factors, common multiples, square numbers to 144 and prime numbers up to 20.
10. Multiply/divide whole numbers mentally, using facts to 12×12 & place value (e.g. 60×70); use facts to work with larger numbers.
11. Multiply 2-, 3- and 4-digit numbers by numbers up to 12 using short multiplication or another appropriate written method.
12. Multiply numbers with up to 4 digits by 2-digit numbers using formal long multiplication.
13. Scale up or down by a factor of 2, 4, 5 or 10; solve scaling problems and those involving rates.
14. Perform divisions mentally within the range of tables facts; divide multiples of 10 and 100 ($4500 \div 9$) and use mental strategies such as halving ($450 \div 20$).
15. Interpret remainders as whole number remainders, fractions, including decimal fractions where equivalents are known or by rounding up or down.
16. Divide numbers with up to 4-digits by a number up to 12 using short division and giving an appropriate answer.
17. Divide numbers with up to 4 digits by 2-digit numbers using a formal written method of long division and giving an appropriate answer.
18. Perform mental calculations, including with mixed operations and large numbers; carry out calculations using knowledge of the order of operations and brackets.
19. Use estimation to check answers and determine an appropriate degree of accuracy; round answers to multiplications and divisions to a specified degree of accuracy.
20. Solve problems involving all four operations.

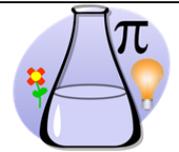
Fractions, decimals and percentages

21. Use common multiples to generate equivalent fractions, e.g. $4/8 = \frac{1}{2}$ reduce fractions to their simplest form using common factors.
22. Use knowledge of equivalence to compare/order fractions & to add/subtract fractions & mixed nos.
23. Identify simple fraction/decimal/percentage equivalents: E.g. $\frac{1}{4} = 0.25 = 25\%$, $1/3 = 0.33 = 33\%$
24. Associate a fraction with division; calculate decimal fraction equivalents, e.g. $4/5$ is 0.8, $1/8$ is 0.125
25. Understand that if two numbers less than 1 are multiplied, the answer is smaller than either of them.
26. Multiply simple pairs of proper fractions, writing the answer in its simplest form.
27. Divide proper fractions by whole numbers, recognising that $\frac{3}{4} \div 2$ is equivalent to $\frac{3}{4} \times \frac{1}{2}$.
28. Identify the place value of each digit in a number with up to 3 decimal places; multiply/divide nos by 10, 100, 1000 giving answers with up to 3-decimal places.
29. Find the complement to 1, or to next whole number, for a number < 10 with up to 3 decimal places.
30. Add several decimal numbers using mental or written addition.
31. Subtract decimal numbers using mental strategies or written counting up.
32. Multiply numbers such as 4.7 and 0.06 by whole numbers.

- 33. Calculate simple percentages of whole nos; solve problems involving use of %s for comparisons
- 34. Solve problems involving similar shapes where the scale factor is known or can be found.
- 35. Solve problems involving simple ratios, using tables facts and knowledge of fractions and multiples, e.g. 2 eggs for every 250g of flour.

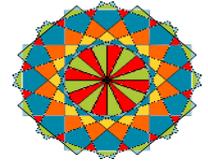
Algebra

- 36. Use simple formulae, including formulae expressed in words.
- 37. Solve missing number problems, including where letters are used to replace constants.
- 38. Find pairs of numbers that satisfy an equation with two unknowns and list, in order, the possibilities of combinations of two variables
- 39. Generate, describe and continue linear sequences.
- 40. Use, read and write, and convert between, standard units including miles and kilometres, using decimal numbers with up to three places as appropriate.



SCIENCE

Block	Key NC Science Objectives
<p>Summer 1 Electricity</p>	<ul style="list-style-type: none"> • 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>Summer 2 Medical manoeuvres</p>	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Describe the changes as humans develop to old age • Identify and name the main parts of the human circulatory system, and describe 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.

ART

Combine wire sculpture and paper mache to create a more robust piece.
 Embellish with a variety of material in an appropriate way.
 Combine stitches and sewing techniques to create a product.
 Embellish using different stitches with design on binca.
 Weave a background and embellish with collage and or stitching.

COMPUTER SCIENCE

Advanced logo
 Introduction to HTML

**HUMANITIES****Geography: Trading and economic activity**

• explain what trading is; • explain the difference between imports and exports; • list some goods exported from the UK; • list some goods imported to the UK; • name some countries the UK exports goods to; • name some countries the UK imports goods from; • use an atlas to find countries; • locate El Salvador on a world map; • name some goods exported from El Salvador to the UK; • list some products that are fairly traded; • describe how goods can be the product of more than one country; • describe how trade takes place today; • describe how trade took place in Tudor and Victorian times.

ARABIC

- Present tense with I, He, She, We, You (feminine), You (masculine)
- Past tense with I, He, She, We, You (feminine), You (masculine)
- Differentiating between sentences which start with verb from those which start with nouns.
- Writing short sentences and paragraphs.
- Revisiting previous topic 'Joining Arabic Alphabets'

ISLAMIC STUDIES

The prophets (saw) Hijrah
 -Hijrah: start of the Islamic year
 -Umar ibn Al-Khattaab (ra)
 -Umar (ra): From enemy to ally
 -Umar's appointment as khaleefa and his major achievements
 -The spread of Islam under Umar (ra)
 -Introduction to masah
 -The manner of wiping over the khuffayn
 -Things that Nullify the Masah



QURAN



- Madd ewad
- Mad Arid
- Rules of tanween and noon sakin
- Iqlab
- Rules of meem sakin
- Silent letters
- Rules of hamza til wasl
- Revision on memorise surahs
- More practice on reading depending on ability

RELIGIOUS STUDIES

Peace:

- choose acts of peace they can carry out themselves,
- create a peace poster to explain a religion's view on peace using a guide sheet as support,
- show comparisons within religions using the international symbol of peace by cutting and sticking the religion's symbol,
- complete a mindfulness activity,
- Reflect on the mindfulness activity by answering questions about their experience,
- create a pyramid of actions to show the priority of peace acts,
- create a new symbol of peace.

PSHE



Following the PSHE Association's scheme of work:

- Debate issues relating to health and wellbeing
- Why and how do rules and the law protects us
- UN rights of a child
- Responsibilities and rights
- Resolving differences

P.E

Obstacle races
Badminton

