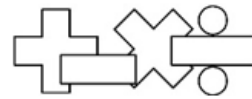


AFIFAH SCHOOL

CURRICULUM MAP



AUTUMN TERM



YEAR 6

2020/2021

# ENGLISH

Fiction	Non-fiction	Poetry
<p><b>Plan 1A: Fiction</b>  <b>Required texts:</b>            War Horse by Michael Morpurgo,  <b>Description:</b>            Read powerful WWI fiction: War Horse and War Game. Revise clauses and use formal and informal register, including subjunctive form. Write stories inspired by reading.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Single and multi-clause sentences.</li> <li>2. Explore formal and informal language.</li> <li>3. Explore subjunctive form.</li> </ol> <p><b>Plan 2A: Power of Imagery</b>  <b>Required texts:</b>            The Convergence of the Twain by Thomas Hardy (Animated Tale – see resources)  <b>Description:</b>            Using a range of sea poems (provided) &amp; The Convergence of the Twain by Thomas Hardy, explore the use of imagery &amp; description. Discuss how to use language to evoke feelings &amp; produce impressions. Children draft &amp; write their own poem about the Titanic.  <b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use fronted adverbials and non-finite verbs to start a sentence.</li> <li>2. Use commas after fronted adverbials</li> </ol>	<p><b>Plan 1A: Blogs and reports</b>  <b>Required texts:</b>            Various texts (provided)  <b>Description:</b>            Looking at website texts, revisit features of informal/formal writing including subjunctive mood, active/passive and question tags. Compose 'About Me' profiles and blog posts.  <b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use of active/passive voice.</li> <li>2. Formal/informal language including use of subjunctive.</li> <li>3. Clauses and conjunctions.</li> </ol> <p><b>Plan 2A: Genre fiction – science fiction</b>  <b>Required texts:</b>            Tales from Outer Suburbia by Shaun Tan, Templar Publishing.  <b>Description:</b>            Children read and analyse a selection of short stories from Tales of Outer Suburbia by Shaun Tan. They explore the structure of short stories &amp; the use of modal verbs &amp; dialogue. Children write a drama based on one they have heard &amp; then a new story in the Shaun Tan-style.  <b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use dialogue, recognise differences between spoken and written speech.</li> </ol> <p><b>Plan 2A: Non-chronological Reports</b>  <b>Required texts:</b>            Various reports (provided)  <b>Description:</b>            Use texts about iPads &amp; iPhones to introduce features of non-chronological reports. Children create a new section for a BBC online activity about reports using BOS/QuAD techniques. Then children research information about another electronic device &amp; write reports.  <b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Begin to understand the use of active and passive verbs, especially the use of the passive form in reports.</li> <li>2. Recognise and use a past participle.</li> <li>3. Use semi-colons, colons and dashes appropriately in reports.</li> <li>4. Use bullet points in reports.</li> </ol>	<p><b>Plan 1A: Poems on a theme: Black Lives Matter</b></p> <p>Black Lives Matter incorporates poetry and art, tracing the history of BLM and some of the issues raised. Read the work of black poets, including Benjamin Zephaniah, taking their advice before planning and writing poems.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Punctuation in poetry and prose.</li> </ol>

# MATHS

## Number

- Locate numbers up to 10 million on a landmarked line; use this to compare/order numbers
- Round to ten, a hundred, a thousand, ten thousand, one hundred thousand or a million, as appropriate
- Use negative numbers in context, calculate intervals across zero.
- Solve number and practical problems involving place value, rounding and negative numbers

## Four operations

- Add & subtract mentally with confidence, where numbers are  $< 100$  or it relies upon simple addition/subtraction and place value.
- Consolidate: Add several large numbers using written addition, including 'piles of numbers' with different numbers of digits.
- Consolidate: Subtract large numbers using decomposition or counting up if appropriate
- Solve addition/subtraction multi-step problems in context, deciding which operations to use & why.
- Know all multiplication and division facts up to  $12 \times 12$ ; identify common factors, common multiples, square numbers to 144 and prime numbers up to 20.
- Multiply/divide whole numbers mentally, using facts to  $12 \times 12$  & place value (e.g.  $60 \times 70$ ); use facts to work with larger numbers.
- Multiply 2-, 3- and 4-digit numbers by numbers up to 12 using short multiplication or another appropriate written method.
- Multiply numbers with up to 4 digits by 2-digit numbers using formal long multiplication.
- Scale up or down by a factor of 2, 4, 5 or 10; solve scaling problems and those involving rates.
- 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 ( $450 \div 20$ ).
- Interpret remainders as whole number remainders, fractions, including decimal fractions where equivalents are known or by rounding up or down
- Divide numbers with up to 4-digits by a number up to 12 using short division and giving an appropriate answer.
- Divide numbers with up to 4 digits by 2-digit numbers using a formal written method of long division and giving an appropriate answer.

## Fractions, decimals, percentages

- Use knowledge of equivalence to compare/order fractions & to add/subtract fractions & mixed nos.
- Identify simple fraction/decimal/percentage equivalents: E.g.  $\frac{1}{4} = 0.25 = 25\%$ ,  $\frac{1}{3} = 0.33 = 33\%$
- Associate a fraction with division; calculate decimal fraction equivalents, e.g.  $\frac{4}{5}$  is 0.8,  $\frac{1}{8}$  is 0.125
- Understand that if two numbers less than 1 are multiplied, the answer is smaller than either of them.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form.
- Divide proper fractions by whole numbers, recognising that  $\frac{3}{4} \div 2$  is equivalent to  $\frac{3}{4} \times \frac{1}{2}$ .
- 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.
- Find the complement to 1, or to next whole number, for a number  $< 10$  with up to 3 decimal places.

## Measure

- 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 National Curriculum Science Objectives
<b>Animals including Humans</b>	<ul style="list-style-type: none"><li>• Blood composition and function</li><li>• The Heart</li><li>• Nutrients</li><li>• Circulatory System</li><li>• Transporting water and nutrients</li><li>• Exercise and Investigation</li><li>• A Healthy body – Exercise and Lifestyle</li><li>• A Healthy body – Impact of Drugs and Medicine</li></ul>
<b>Properties of materials</b>	<ul style="list-style-type: none"><li>• Identify materials</li><li>• Describe materials' properties</li><li>• Identify thermal and electrical conductors and insulators.</li><li>• Identify materials that are soluble or insoluble in water</li><li>• Follow instructions to separate mixtures</li><li>• Identify irreversible changes</li><li>• Predict what will happen in an investigation</li><li>• Make observations</li><li>• Identify the variables in an investigation</li></ul>

## PSHE

Following the PSHE Association's scheme of work, we will be learning about: Health choices, balanced diet, media images, personal goals and challenges, expressing feelings, responsibility, change and transition, hygiene and infection control.

## Art

- Produce an observational drawing
- Create printing effects by choosing tools carefully.
- Name some of Rousseau's artwork.
- Describe facts about Rousseau's life and work.
- Describe facts about India Flint's life and work.
- Tell some facts about Alexander Calder and David Oliveira's lives and work.
- Name some of Alexander Calder and David Oliveira's artworks.
- Shape and join paper to resemble plants.
- Use own drawings as ideas for sculptural work.
- Make a 3D model.

## Computer Science

- Rules of using IT room
- Online safety
- Cyberbullying
- Spread sheet

## Humanities

### Rivers

Explain that the water cycle keeps going.

- Use a legend to find rivers on a map.
- Identify the sea a river flows into.
- Identify the place in which the source of a river is found.
- Compare the length of rivers.
- Compare the features of a river at different points along its course.
- Explain how meanders form.
- Describe how waterfalls are formed.
- Identify meanders on a map and photograph.
- Sort the ways rivers are used into categories.
- Give at least two reasons why dams are built.
- Identify the advantages and benefits of building a dam.
- Identify the disadvantages and risks of building a dam.

## Religious Studies

### Forgiveness

- Define what is meant by 'forgiveness'
- Forgiveness in Islam
- Jewish ten commandments and forgiveness in Judaism
- Yom Kippur- Jewish day of forgiveness
- Differences between Buddhist and Jewish perspectives of forgiveness

## P.E.

### Striking and fielding:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.
- Applying tactics like throwing in games such as dodgeball, rounders etc.

### Athletics:

- Use running, jumping in isolation and in combination.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.

### Football and Rounder's:

- Learning football techniques such as dribbling, shooting and passing
- Learning a wide range of techniques in rounder's such as fielding and batting etc.
- Applying basic rules of fitness that are suitable for PE sports.

## Qura'an Studies

- Heavy Letters and heavy Raa and Lamm
- Lamm Shamsy and Qammary
- Recitation Surah Kahaf
- Madd mutasel (fajr)
- Madd selah (Surah Tareq- Alghashyah)
- Madd ewadh (kahaf)
- Reading practice
- Putting all these into practice. Memorisation of Short Surah's from Surah Al Fati-ha To Al alaa.
- Madd Tabe'ee (Al Fateha- Altakathue)
- Recitation practice
- Madd Munfasel
- Madd Arid (Surah Al Takweer)
- Reading practice

## Islamic Studies

### Messengers and prophets

To identify the difference between a messenger Rasul and a Prophet (Nabi).

- Muslims believe in all the Messengers and Prophets of Allah - To list the names of messengers and prophets – To explain that denying anyone of them is an act of disbelief.
- Muhammad (PBUH) is the last messenger of Allah and to describe the characteristics of the Prophet (PBUH)
- To explain why Allah sent the prophets and messengers - To describe the importance of worshipping Allah alone.
- The divine books - To identify the meaning of divine book and to conclude the basic message of all divine books was Tawheed.
- The Quran is the final revelation: - To conclude that all other divine books have been altered by people and will carry on being altered and to express that the Quran has never been and will never be altered.

## Arabic

- Basics
- Revision of days of the week, seasons, and calendar months.
- Connective nouns
- Verbs
- First, second and third person pronouns
- Present tense

## Homework

Homework will be uploaded on Google Classroom.

### Reading Homework

Please hear your child read at least twice a week; this to be recorded formally in the Home School Book.

The children should also continue to learn their weekly spellings.

**Useful questions to ask whilst hearing your child read:**

- What do you like best about the book you are reading?
- What do you think will happen next in the book?
- How is the setting described?
- What words did the author use to describe the characters?

### Additional Information

**PE Kit:** Please ensure that your child has their full PE kit in school every week, for both indoor and outdoor activities. Kit needs to be kept in proper Games kit bags (no plastic bags, please). It is important that all children are wearing the correct uniform kit. It does impact your child's learning when they do not have the correct clothing. Please ensure your child has a water bottle.