

# Cleves School Curriculum Map

## Year 6 - SUMMER 2024

### 'BRITAIN IN WWII'

## Maths

#### Week 15/4/24 Geometry - Properties of Shape - Angles

- Draw 2-D shapes accurately using given dimensions and angles
- Use conventional markings and labels for lines and angles
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Check solutions to missing angle problems by estimating (+)
- Find unknown angles and lengths in triangles, quadrilaterals, and regular polygons

#### Week 22/4/24 Measurements - Time

- Continue to develop understanding of how analogue and digital clocks tell the time
- Consolidate understanding of converting between units of time
- Consolidate fluency in working with time
- Consolidate fluency in recording the time
- 6.3.1 Consolidate skills in solving problems converting between units of time

#### Week 29/4/24 Statistics

- Interpret data in pie charts (^)
- Consolidate skills in interpreting more complex tables, including timetables
- Present data using pie charts and line graphs (\*)
- Consolidate skills in completing tables, including timetables (+)
- Calculate and interpret the mean as an average

**Revision of Key Year 6 objectives, including written methods, fractions, percentages, decimals, money problem, angles, time...**

#### Maths Investigations across all topics

## Literacy

- **Reading**
  - o To read a range of age-appropriate fiction, non-fiction and poetry texts
  - o To read and identify the key structural and language features of poetry by significant children's poets
  - o To learn by heart and perform poems, using intonation, volume and actions effectively to engage the audience
  - o To explain their understanding of a text through formal presentations, using notes if necessary

- o To explain and discuss their understanding of a text through debate, including a counter argument in response to another point of view
- o To compare themes and language choices within and between books they have read
- o To compare, contrast and evaluate different non-fiction texts

- **Writing**
  - o 3rd person and 1st person narrative writing inspired by the text 'Friend or Foe' by Michael Morpurgo
  - o Information text - Evacuees
  - o Informal letter linked to evacuees
  - o Action and description narrative - from an alternative viewpoint
  - o Poetry - Witches Poem (based on Macbeth)
- **SPAG - Spelling, Punctuation and Grammar**
  - o To spell accurately and apply spelling rules (and their exceptions) in all written work
  - o To understand grammar terminology and use it correctly
  - o To use a wide range of punctuation and vocabulary accurately for effect

<b>Computing</b>	<b>Science</b>
<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>● Utilising AI technology for the purpose of Revision</li> <li>● Creating multimedia in the form of a 3600 tour adaptable for VR technology</li> </ul> <p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>● Recognise what is acceptable and unacceptable behaviour when using technologies and online services.</li> <li>● Demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns.</li> <li>● Display integrity when creating online content</li> </ul>	<p><b>Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>● Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>● describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>● Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>● 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</li> <li>● Use recognised symbols when representing a simple circuit in a diagram</li> </ul>

<h2>History/Geography</h2> <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>	<h2>RE</h2> <p><b>JUDAISM: What does it mean to be part of a synagogue community?</b></p> <p>Centrality of Torah to worship (e.g. Shema)</p> <ul style="list-style-type: none"> <li>Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur)</li> <li>Synagogue: place of learning, worship &amp; gathering</li> </ul>
<h2>PSHE/Philosophy</h2> <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 online 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><b>Moving On</b></p> <ul style="list-style-type: none"> <li>Preparing for Secondary School transition, including induction visits</li> </ul>	<h2>Art</h2> <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> <h2>Design Technology Shelters</h2> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of functional, products that are fit for purpose, aimed at particular individuals or groups</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>

<b>PE/Games</b>	<b>Music</b>	<b>French</b>
<b>GAMES:</b> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Rounders</li> <li>• Tennis</li> </ul> <b>PE</b> <ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<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>	<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>