

Warden Hill Primary School Curriculum Mapping 2015-16
Year Group: 6

Term	Autumn 1 - 8 Weeks	Autumn 2 - 7 Weeks	Spring 1 - 6 Weeks	Spring 2 - 5 Weeks	Summer 1 - 7 Weeks	Summer 2 - 7 Weeks
Topic Name	South America Lonely Planet Guide-Not for Parents	South America Lonely Planet Guide-Not for Parents	'Elementary my dear Watson!'	'Elementary my dear Watson!'	The Homeland of the Maya	The only way is Cheltenham
SMSC General Across all areas of the curriculum	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development		We promote <i>cultural</i> development	
	We also use the PLTs within our lessons to encourage successful members of a group or team who share and value each others opinions.					
	In all subjects and Assemblies: Pupils' spiritual development in this lesson will involve the growth of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. Sustain their self-esteem in the learning experience.			Through School council and House Captain Elections we encourage children to promote their social development by encouraging an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. The will have opportunities to <ul style="list-style-type: none"> <input type="checkbox"/> Display a sense of belonging and an increasing willingness to participate <input type="checkbox"/> Make an active contribution to the democratic process in each of their communities <input type="checkbox"/> Begin to understand the place they have within society and the role they need to play Through Inter - house and competitions with other schools we encourage children to: <ul style="list-style-type: none"> <input type="checkbox"/> Gain the confidence to cope with setbacks and learn from mistakes <input type="checkbox"/> Take initiative and act responsibly with consideration for others 		
Assemblies		Remembrance Service		Homework linked to favourite invention/solution then presented as a Levelled Speaking and Listening activity		

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

<p>English</p>	<p>Week 1 (3 days): Reading Targets, Writing Targets, Reading Comprehension, Spellings Friday Week 1 - Word Banks for Autumnal Poems - The Power of Imagery</p> <p>Week 2: 3 days The power of imagery Part 1 1 week- Autumnal Poems Thursday and Friday Week 2: Biographies (2 weeks) Ellen MacArthur: Note taking</p> <p>Week 3: Biographies (1 week) Ellen MacArthur</p> <p>Week 4: Highwayman & Kidnapped - (2week) The Highway Man Classic Narrative poetry Kidnapped TFW</p> <p>Week 5: Highwayman & Kidnapped - (2week) The Highway Man Classic Narrative poetry Kidnapped TFW</p> <p>Week 6: Biased Argument - 2 week Dancing Bear/Dancing Elephants</p> <p>Weeks 7: Biased Argument - 2 week Dancing Bear/Dancing Elephants</p> <p>Week 8 (3 days): Catch Up Week</p> <p>Literature Festival Informal recount 1st person - Diary entry - senses (1 weeks) linked to author Literature festival. Half Term Homework: Research for Autobiographies for Autumn 2</p>	<p>Week 1: Autobiographies (2 week - but then ongoing to write up)</p> <p>Week 2: Autobiographies (2 week - but then ongoing to write up)</p> <p>Week 3: Explanation - Why Dragons became extinct immersion in the text (1 weeks)</p> <p>Week 4: Explanation - How animals have adapted Science Link - use and apply knowledge of their Science work</p> <p>Week 5: Balanced Arguments Is Darwin the real founder of Evolution?</p> <p>Week 6: The power of imagery -part 2 Winter poetry</p> <p>Week 7: Speaking and Listening - 5min presentation - Autumn Term and Spring Term</p>	<p>Week 1 (3 days): Mystery and Suspense Writing Boo narrative</p> <p>Week 2: Mystery and Suspense Boo narrative Focus: Nightmare Man Warning Story</p> <p>Week 3: Harris Burdick narrative (2 week)</p> <p>Week 4: Harris Burdick narrative (2 week)</p> <p>Week 5: Letter of Complaint- Cinema - example. (2 voices 1 week) PGL Link</p> <p>Week 6: Letter of Complaint- Cinema - example. (2 voices 1 week) PGL Link</p>	<p>Week 1: Quest/ Fantasy stories Barrowquest (Unit 1) (3 Weeks)</p> <p>Week 2: Quest/ Fantasy stories Barrowquest (Unit 1) (3 Weeks)</p> <p>Week 3: Quest/ Fantasy stories Barrowquest (Unit 1) (3 Weeks)</p> <p>Week 4: Bells Rock Historical recount- Newspaper Report (1 week)</p> <p>Week 5 (4 days): Performance Poetry Reciting Poetry Speaking and Listening - Performance</p>	<p>Week 1: Alma (1 week)</p> <p>Week 2: Road's End (short film narrative 1 - week)</p> <p>Week 3: Imagery of the Sea Poetry Pie Corbett waves (1 week) Reciting Poems - Performance Poetry</p> <p>Week 4 (4 days): Imagery of the Sea Poetry Pie Corbett waves (1 week) Reciting Poems</p> <p>Week 5: National Curriculum Test Week</p> <p>Week 6: Take 1 Book - The Savage by David Arnold 2 weeks with a variety of written outcomes</p> <p>Week 7 (4 days): Take 1 Book - The Savage by David Arnold 2 weeks with a variety of written outcomes</p>	<p>Week 1 (4 days): Take 1 Book - The Savage by David Arnold 2 weeks with a variety of written outcomes</p> <p>Week 2: Cheltenham Week</p> <p>Week 3: Shakespeare - Mac Beth A Midsummer's night Dream (2/3 weeks) Macbeth/ Tempest Romeo and Juliet</p> <p>Week 4: Shakespeare - Mac Beth A Midsummer's night Dream (2/3 weeks) Macbeth/ Tempest Romeo and Juliet</p> <p>Week 5: Shakespeare - Mac Beth A Midsummer's night Dream (2/3 weeks) Macbeth/ Tempest Romeo and Juliet</p> <p>Week 6: PGL Week Week 7: Speaking and Listening (Assembly week)</p>
<p>Grammar focus</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 6 - New National Curriculum Collins: Key Stage 3 English Revision Pronouns Tenses</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 6 - New National Curriculum Collins: Key Stage 3</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 6 - New National Curriculum Collins: Key Stage 3 English Revision</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 6 - New National Curriculum Collins: Key Stage 3</p>	<p>Annotating previous Grammar in the children's work - identifying Self-annotating</p>	<p>Annotating previous Grammar in the children's work - identifying Self-annotating</p>

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

	<p>Word classes</p> <p>Identifying missing punctuation</p> <p>De:ide sentences</p> <p>Ad,ad sentences</p>	<p>English Revision</p> <p>Subjunctive mood/ voice</p> <p>Expanded noun phrases</p> <p>Embedded clauses</p> <p>Comparative and superlative adjectives</p> <p>Conjunctions</p>	<p>Reported speech</p> <p>Passive / active</p> <p>Punctuation with a main focus on internal punctuation</p> <p>Paragraphs and layout</p>	<p>English Revision</p> <p>Common misspelt words</p> <p>Spelling patterns from Key Stage 2</p>		
Guided Reading	<p>Class Read: Almond - Skelig</p> <p>Reading Comprehension Key Stage 2 - Schofield and Simms folder</p> <p>Brilliant Publications: Reading Comprehension, Year 6</p> <p>PEE</p> <p>Collins Achieve Book 5, 4, 3 and 2 Reading</p> <p>Collins Key Stage 3 English Revision</p> <p>Focus Areas of Focus 2 and 3</p>	<p>Class Read: David Almond - Skelig</p> <p>Reading Comprehension Key Stage 2 - Schofield and Simms folder</p> <p>Brilliant Publications: Reading Comprehension, Year 6</p> <p>PEE</p> <p>Collins Achieve Book 5, 4, 3 and 2 Reading</p> <p>Collins Key Stage 3 English Revision</p> <p>Focus Areas of Focus 2 and 3</p>	<p>Class Read: Dancing Bears/Kensuke's Kingdom</p> <p>Reading Comprehension Key Stage 2 - Schofield and Simms folder</p> <p>Brilliant Publications: Reading Comprehension, Year 6</p> <p>PEE</p> <p>Collins Achieve Book 5, 4, 3 and 2 Reading</p> <p>Collins Key Stage 3 English Revision</p> <p>Focus Areas of Focus 3 and 5</p>	<p>Class Read: Dancing Bears/Kensuke's Kingdom</p> <p>Reading Comprehension Key Stage 2 - Schofield and Simms folder</p> <p>Brilliant Publications: Reading Comprehension, Year 6</p> <p>PEE</p> <p>Collins Achieve Book 5, 4, 3 and 2 Reading</p> <p>Collins Key Stage 3 English Revision</p> <p>Focus Areas of Focus 4 and 6</p>	<p>Class Read: King of Shadows Susan Cooper</p> <p>Reading Comprehension Key Stage 2 - Schofield and Simms folder</p> <p>Brilliant Publications: Reading Comprehension, Year 6</p> <p>PEE</p> <p>Collins Achieve Book 5, 4, 3 and 2 Reading</p> <p>Collins Key Stage 3 English Revision</p> <p>Focus Areas of Focus 2, 3, 4, 5 and 6</p>	<p>Class Read: King of Shadows Susan Cooper</p> <p>Reading Comprehension Key Stage 2 - Schofield and Simms folder</p> <p>Brilliant Publications: Reading Comprehension, Year 6</p> <p>PEE</p> <p>Collins Achieve Book 5, 4, 3 and 2 Reading</p> <p>Collins Key Stage 3 English Revision</p> <p>Focus Areas of Focus 2, 3, 4, 5 and 6</p>
SMSC Literacy Guided Reading SPAG	<p>We promote <i>spiritual</i> development</p>	<p>We promote <i>moral</i> development</p>	<p>We promote <i>social</i> development</p>		<p>We promote <i>cultural</i> development</p>	
	<p>In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language.</p> <p>This is across all genres of texts, fiction and non-fiction.</p> <p>During Literacy, Guided Reading and SPAG all children have the opportunity to develop of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. Sustaining their self-</p>	<p>By exploring stimulus for thinking about the consequences of behaviour; pupils can speculate and apply their learning to their own lives. Do they agree with the decisions being made by the characters in the stories? When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p> <p>All children are encouraged to show respect for others opinions and responding in whole class discussions.</p> <p>Units of work of particular interest:</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media.</p> <p>By providing opportunities for talk in a range of settings, especially through the 'Talk 4 Writing' approach.</p> <p>Units of work of particular interest:</p> <p>Highwayman & Kidnapped - (2week)</p> <p>The Highway Man Classic Narrative poetry</p> <p>Kidnapped TFW</p>		<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>Units of work of particular interest:</p> <p>Biographies (2 weeks) Ellen MacArthur(1 week but then ongoing to write up)</p> <p>Autobiographies (2 week - but then ongoing to write up)</p> <p>Bells Rock Historical recount- Newspaper Report (1 week)</p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p> <p>Units of work of particular interest:</p> <p>The Homeland of the Maya - Creation Story</p> <p>Biased Argument - 2 week</p> <p>Dancing Bear</p>	

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

	<p>esteem in the learning experience is pivotal to their learning. This is achieved through targets and EBI's - children know their next steps.</p> <p>Units of work of particular interest: The power of imagery Part 1 1 week Autumnal Poems Harris Burdick narrative (1 week) Alma (2 weeks) The power of imagery -part 2 Winter poetry</p>	<p>Biased Argument - 2 week Dancing Bear</p>				
<p>Maths</p>	<p>Maths On Target Year 6 Achieve Books New National Framework, Nelson Thornes 7+ Essential Maths, Elmwood Press Year 7 Rapid Maths Purple and Yellow Kangaroo Maths SPTO Planning and Assessing Tool TestBase</p>	<p>Maths On Target Year 6 Achieve Books New National Framework, Nelson Thornes 7+ Essential Maths, Elmwood Press Year 7 Rapid Maths Purple and Yellow Kangaroo Maths SPTO Planning and Assessing Tool TestBase</p>	<p>Maths On Target Year 6 Achieve Books New National Framework, Nelson Thornes 7+ Essential Maths, Elmwood Press Year 7 Rapid Maths Purple and Yellow Kangaroo Maths SPTO Planning and Assessing Tool TestBase</p>	<p>Maths On Target Year 6 Achieve Books New National Framework, Nelson Thornes 7+ Essential Maths, Elmwood Press Year 7 Rapid Maths Purple and Yellow Kangaroo Maths SPTO Planning and Assessing Tool TestBase</p>	<p>Maths On Target Year 6 Achieve Book New National Framework, Nelson Thornes 7+ Essential Maths, Elmwood Press Year 7 Rapid Maths Purple and Yellow Kangaroo Maths SPTO Planning and Assessing Tool TestBase</p>	<p>Maths On Target Year 6 Achieve Books New National Framework, Nelson Thornes 7+ Essential Maths, Elmwood Press Year 7 Rapid Maths Purple and Yellow Kangaroo Maths SPTO Planning and Assessing Tool TestBase</p>
<p>[KEY] Round any whole number to a required degree of accuracy.</p> <p>[KEY] Use negative numbers in context, and calculate intervals across zero.</p> <p>[KEY] Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>[KEY] Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>[KEY] Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>[KEY] Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>[KEY] Use written division methods in cases where the answer has up to two decimal places.</p> <p>[KEY] Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>[KEY] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>[KEY] Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</p> <p>[KEY] Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>[KEY] Use simple formulae.</p> <p>[KEY] 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 three decimal places.</p>						

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

	<p>[KEY] Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>[KEY] Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>[KEY] Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>[KEY] Calculate and interpret the mean as an average.</p>											
SMSC Maths	We promote <i>spiritual</i> development		We promote <i>moral</i> development		We promote <i>social</i> development		We promote <i>cultural</i> development					
	<p>By making connections between pupils' mathematical skills and real life.</p> <p>By considering pattern, order, symmetry and scale in both the man-made and natural world.</p> <p>Units of work of particular interest: Homework: Maths in the outside world. Photograph examples of number patterns, number etc in the real world.</p>		<p>By reflecting on data that has moral and ethical implications;</p>		<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on poverty and bullying, including cyber bullying in anti-bullying week.</p>		<p>By asking questions about the history of maths: for example, studying the Maya numerical system.</p>					
Science	Interdependence and Adaptation Nicola Mayo - Talk/Presentation		Evolution and Inheritance Nicola Mayo - Talk/Presentation		Micro - organisms		Electricity		Light, Shadows and the Eye		Animals and Including Humans (Healthy Lifestyles including the Circulatory System)	
SMSC Maths	We promote <i>spiritual</i> development		We promote <i>moral</i> Development		We promote <i>social</i> development		We promote <i>cultural</i> development					
	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Reflect on, consider and celebrate the wonders and mysteries of life (forces, Light shadow and the eye, Evolution and the circulatory system)</p> <p>Units of work of particular interest: Micro-organisms Evolution and Inheritance Interdependence and Adaptation</p>		<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p> <p>Show respect for their environments and moral conflict. (Looking at Adaptations and Evolution topics)</p> <p>Units of work of particular interest: Evolution and Inheritance Interdependence and Adaptation</p>		<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p> <p>Units of work of particular interest: Light, Shadows and the Eye Healthy Lifestyles and the Circulatory System</p>		<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p> <p>Units of work of particular interest: Evolution and Inheritance Interdependence and Adaptation</p>					
ICT	E- Safety 6.1 APPs Planning mobile App		6.2 Developing Project Management Skills		6.3 Research APP market		6.4 Designing an interface for an App Blippit - OnlineApp		6.5 Developing a simple mobile phone App		6.6 Creating video and web copy for a mobile phone App	

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

			making		Video Star
SMSC ICT	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development	
	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p> <p>Units of work of particular interest: 6.1 planning an app 6.3 Market Research</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet - e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web.</p> <p>Units of work of particular interest: E-Safety which runs through the all of the entire year. 6.1 planning an app 6.3 Market Research</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. Apps and through the internet.</p> <p>Units of work of particular interest: E-Safety which runs through the all of the entire year 6.6 creating video and web copy for a mobile app</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p> <p>Units of work of particular interest: 6.1 planning an app 6.3 Market Research</p>	
RE	Journey of Life of Death	How is Christmas celebrated in different religions?	Hinduism 1 day	My Spirit My Life	
SMSC RE	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development	
	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views - Judaism and Islam in KS2.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p> <p>Children have the opportunity to realise their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten commandments, the sayings (hadith) of Muhammad in Y6 unit.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about different faiths.</p> <p>Children will acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:</p> <ul style="list-style-type: none"> □ Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them 	<p>By exploring the qualities which are valued by our school through our core values of trust, love and courage, as well as a civilized society - thoughtfulness, honesty, respect for difference,</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p> <p>Units of work of particular interest: Journey of Life and Death How is Christmas celebrated in different religions? Hindu Day My Spirit My Life</p>	<p>By exploring similarities and differences between faiths and cultures - Judaism and Islam in KS2.</p> <p>By considering in particular different cultural By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>By recognising world faiths and beliefs and the impact they have on our culture</p> <p>Units of work of particular interest: Journey of Life and Death How is Christmas celebrated in different religions? Hindu Day My Spirit My Life</p>	

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

	<p>to answer for themselves some of life's fundamental questions. They will have the opportunity to</p> <ul style="list-style-type: none"> □ Foster their own inner lives and non-material wellbeing □ Sustain their self-esteem in the learning experience □ Develop their capacity for critical and independent thought □ Foster their emotional life and express their feelings □ Experience moments of stillness and reflection □ Discuss their beliefs, feelings, values and response to personal experiences □ Form and maintain worthwhile and satisfying relationships □ Reflect on, consider and celebrate the wonders and mysteries of life <p>Units of work of particular interest: Journey of Life and Death How is Christmas celebrated in different religions? Hindu Day My Spirit My Life</p>	<ul style="list-style-type: none"> □ Recognise the unique value of each individual <p>Units of work of particular interest: Journey of Life and Death How is Christmas celebrated in different religions? Hindu Day My Spirit My Life</p>				
History			<p>PlanBee - Crime and Punishment The longitudinal chronological British study Crime and Punishment through the ages National Archive census - plotting the life of a Victorian child thief</p>	<p>The Longitudinal chronological British study Inventions and solutions through the ages Bells Rock Lighthouse Film - Invention of film Hugo Speaking and Listening - 5min presentation</p>	<p>Mayans Key Questions: Why do we study the Maya in History? When so much of the land is jungle and mountain, how did the Maya survive and become so important? What was life like at the height of the Mayan civilisation? When the Maya were so civilised, why did they carry out human sacrifices?</p>	<p>Cheltenham Week Comparison of localities 'Cheltenham Through the Ages' locality week - whole school focus Summer 2 W/B June 2nd</p>

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

					Can we solve the mystery of the Maya decline? What writing system did the Maya use? What calendar system did the Maya use?	
SMSC History	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development		
	By considering how things would be different if the course of events had been different. The Homeland of the Maya, Crime and Punishment through the age. By speculating about how we mark important events from history and the people who shaped them. Cheltenham through the Ages Units of work of particular interest - highlighted green	By exploring the results of right and wrong behaviour in the past e.g. wars. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Isle of Wight area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' The Homeland of the Maya Units of work of particular interest - highlighted green	By giving the trigger for discussions about how groups and communities organised themselves in the past - The Homeland of the Maya By considering questions about social structure in the past. for example, What might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there people in the world who still don't get a fair deal? Crime and Punishment through the age. By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance - Year 6 Remembrance Assembly Units of work of particular interest - highlighted green	By exploring the history around us. Cheltenham through the Ages By taking pupils on visits to heritage sites e.g. Cheltenham through the Ages Units of work of particular interest - highlighted green		
Geography	PlanBee National Geographic map work South America including Map Work Patagonian Ice Glaciers/ Natural Disasters/ Modern explorers link to Darwin Andes Linda Dineen - South America Lea Theedom - possible South America talk	Lonely Planet Guide South America including Map Work Patagonian Ice Glaciers/ Natural Disasters/ Modern explorers link to Darwin Andes				Cheltenham Week Comparison of localities 'Cheltenham Through the Ages' locality week - whole school focus Summer 2 W/B June 2nd
SMSC Geography	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development		
	By using Google maps and asking pupils to imagine what it might be	By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings	By considering social responsibility e.g. care for the environment - By working towards Eco	By making links with other countries through schools linking and cultural theme days. Children will acquire an understanding of cultural		

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

	<p>like to live in different parts of the world A Rough Guide to South America</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is A Rough Guide to South America and The Homeland of the Maya</p> <p>Units of work of particular interest - highlighted green</p>	<p>- are some things for the better others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>Cheltenham Through the Ages</p> <p>By working towards Eco</p> <p>School status from September 2015.</p> <p>Units of work of particular interest - highlighted green</p>	<p>School status from September 2015.</p> <p>Units of work of particular interest - highlighted green</p>	<p>traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society <input type="checkbox"/> Recognise world faiths and beliefs and the impact they have on our culture <input type="checkbox"/> Develop an understanding of Britain's' local, national, European and global dimensions <input type="checkbox"/> Broaden their perspective on different communities and cultures within the local area <input type="checkbox"/> Interact with different cultures/lifestyles and explore their advantages and disadvantages <input type="checkbox"/> A regard for the heights of human achievement in cultures and societies <p>Cheltenham in America - PenPals</p> <p>Units of work of particular interest - highlighted green</p>	
DT	<p>DT - Cooking: Savoury snack (New Curriculum)</p> <p>South American Savoury dish</p>				MSND masks
SMSC DT	<p>We promote <i>spiritual</i> development</p> <p>By reviewing and evaluating created things. Throughout all of the DT units.</p>	<p>We promote <i>moral</i> Development</p> <p>By raising questions about the effect of technological change on human life and the world around them. Throughout all of the DT units.</p>	<p>We promote <i>social</i> development</p> <p>By exploring dilemmas that individuals may face and developing practical solutions to these problems. Throughout all of the DT units.</p>	<p>We promote <i>cultural</i> development</p> <p>By asking questions about functionality v aesthetics. Throughout all of the DT units.</p>	
Art	<p>Sense of Place</p> <p>Colour Mixing</p> <p>Mark Rothko - colour mixing</p> <p>Kandinsky</p> <p>Matisse</p> <p>Hall Display</p>	<p>Sense of Place</p> <p>Landscapes - South America - Photographs from Linda Dineen</p> <p>Andy Goldsworthy nature in art leaf</p>			<p>Art Illusions</p> <p>Artist: Mackintosh - link to Cheltenham Week - The Daffodil</p>
SMSC Art	<p>We promote <i>spiritual</i> development</p>	<p>We promote <i>moral</i> Development</p>	<p>We promote <i>social</i> development</p>	<p>We promote <i>cultural</i> development</p>	

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life</p> <p>By promoting the process of 'reviewing and evaluating'.</p> <p>Throughout all of the Art units.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions. For example the graphic images in the Novel The Savage.</p> <p>Throughout all of the Art units.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>Throughout all of the Art units.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p> <p>Throughout all of the Art units.</p>		
Music	South American Link Samba Drums	Exploring Rounds Music Express Unit 2	Exploring Rounds Music Express Unit 3 and 4	Play		
SMSC Music	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development		
	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in for example Christmas Carols, South American music.</p> <p>By considering how music makes one feel and can 'move us' deeply.</p> <p>Throughout all of the Music units.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn songs. The Year 6 play.</p> <p>Throughout all of the Music units.</p>	<p>By exploring how an ensemble or orchestra works together. The Year 6 play.</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate. The Year 6 play.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p> <p>Throughout all of the Music units.</p>	<p>By giving all pupils an opportunity to learn a musical instrument from Year 1 and to take part regularly in singing in each worship and for longer periods on a Monday morning each week.</p> <p>By encouraging pupils to listen and respond to traditions from around the world e.g. South American music in Y6.</p> <p>Throughout all of the Music units.</p>		
PE	Netball and Hockey Davina Workout/ Circuits (Wet) Dance - South America - Music Link as well	Netball and Hockey Davina Workout/ Circuits (Wet) Dance - South America - Music Link as well	Volleyball / Frisbee Zumba PE; Dance	Volleyball / Frisbee Zumba PE; Dance	Rounders & Cricket Athletics	OAA - PGL Rounders & Cricket Athletics
SMSC PE	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development		
	<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused,</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g.</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc. Cheltenham Feet First Festival</p> <p>By developing a sense of community identity through taking part in inter</p>	<p>By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting</p>		

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Year Group: 6

	<p>connected and creative</p> <p>By being aware of one's own strengths and limitations e.g. Y3 swimming lessons, participation in Sports Day.</p> <p>Throughout all of the PE/Games units.</p>	<p>through shaking the hand of a competitor at the end of an event, regardless of the result. Competitive situations such as Netball/Rugby/Football tournaments/games during after-school clubs against other schools.</p> <p>Throughout all of the PE/Games units.</p>	<p>school events. Competitive situations such as Netball/Rugby/Football tournaments/games during after-school clubs against other schools. Cheltenham Feet First Festival. Inter-House competitions with other schools in our cluster.</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts.</p> <p>Throughout all of the PE/Games units.</p>	<p>activities e.g. medal ceremonies, learning and singing the national anthem. Olympic Opening Ceremony - School Anthem - 'We are the Children of Warden Hill school...'</p> <p>Throughout all of the PE/Games units.</p>		
PSHE	<p>Cambridgeshire scheme of Work Emotional Well Being Managing Risk Managing Change</p>	<p>Cambridgeshire scheme of Work Emotional Well Being Managing Risk Managing Change</p>	<p>Cambridgeshire scheme of Work Drugs and Their Uses Keeping Healthy Identifying and Reducing Risk</p>	<p>Cambridgeshire scheme of Work Drugs and Their Uses Keeping Healthy Identifying and Reducing Risk</p>	<p>Cambridgeshire scheme of Work Personal Safety Dealing with Bullying Helping and Getting Help</p>	<p>Cambridgeshire scheme of Work Personal Safety Dealing with Bullying Helping and Getting Help</p> <p>Young First Aid</p>
SMSC PSHE	<p>We promote <i>spiritual</i> development</p>	<p>We promote <i>moral</i> Development</p>	<p>We promote <i>social</i> development</p>		<p>We promote <i>cultural</i> development</p>	
	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p>Throughout all of the PSHE units of work.</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos</p> <p>Sharing of the School's vision Throughout all of the PSHE units of work.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership of the JLT and termly pupil surveys. E.g. pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>Children will acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop an understanding of individual and group identity 		<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p>Throughout all of the PSHE units of work.</p>	

Warden Hill Primary School Curriculum Mapping 2015-16

Year Group: 6

			<ul style="list-style-type: none"> <input type="checkbox"/> Learn about service in the school and wider community <input type="checkbox"/> Begin to understand the place they have within society and the role they need to play <input type="checkbox"/> Understand the changing nature of society and how this is an opportunity not a threat <input type="checkbox"/> Develop their compassion for others in society <input type="checkbox"/> Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale <p style="background-color: #90EE90; display: inline-block;">Throughout all of the PSHE units of work.</p>			
French	Revision of previous years Vocabulary Adjectival Agreement nouns with colours	Traditional French stories & French art Writing simple sentences in French Christmas story books,	Pas Aujourd'hui Claude Cross curricular unit on Healthy eat	Pas Aujourd'hui Claude Cross curricular unit on Healthy eating,	French sports and hobbies French school subjects Expressing preferences in French	French sports and hobbies French school subjects Expressing preferences in French
SMSC French	We promote <i>spiritual</i> development	We promote <i>moral</i> Development		We promote <i>social</i> development	We promote <i>cultural</i> development	
	By exploring the beauty of languages from around the world through topic work e.g. India and by learning French and knowing where around the world the French language is spoken. By exploring the way language is constructed. Throughout all of the French/MFL units of work.	By helping pupils to have an accurate and truthful understanding of the French culture. Throughout all of the French/MFL units of work.		By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address in French. Throughout all of the French/MFL units of work.	By appreciating the language and customs of others. By exploring the literature and culture of other countries. Throughout all of the French/MFL units of work.	