

Curriculum Mapping 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	<i>Storm Keeper's Island</i> by Catherine Doyle	<i>D-Day Dog</i> by Tom Palmer	<i>The Middler</i> by Kirsty Applebaum	<i>No Ballet Shoes in Syria</i> by Catherine Bruton	<i>A Pinch of Magic</i> by Michelle Harrison	<i>Kick</i> by Mitch Johnson
ENGLISH	<p>Purpose: To entertain – to create free verse poem. PSHCE Links. Inspiration: 'Blessings' Poem - Imtiaz Dharker Outcome: To create our own free verse poem inspired by 'Blessings'</p> <p>Purpose: To Entertain To Explain To Describe Inspiration: Literacy Shed Film: The Eye of the Storm Outcome: Narrative and non-fiction (Short Writing Outcomes)</p> <p>Purpose: To Discuss To Entertain Inspiration: The book: The Infinite Lives of Maisey Day Outcome: Narrative writing outcomes to add to a whole year corridor</p>	<p>Purpose: To Describe To Explain To Inform Inspiration: Green Screen – Acting as Charles Darwin in front of the Green Screen. Outcome: Historical diary writing – non-fiction writing a diary based on Charles Darwin's discoveries (Writing across the curriculum - Science)</p> <p>Purpose: To Inform To Entertain Inspiration: Mahatma Ghandi Frida Kahlo Tanni Grey-Thompson Outcome: Autobiographical writing – children write their own autobiography</p> <p>Purpose: To Explain Inspiration: Picture stimuli Outcome:</p>	<p>Purpose: To Inform To Discuss Inspiration: A current and meaningful theme around our school. Parking issues in Durham Close Outcome: Children write a formal letter to our local councillor to address this issue.</p> <p>Purpose: To Entertain Outcome: Mystery writing – using written techniques, along with grammatical choices to show suspense</p> <p>Purpose: To Entertain Inspiration: Literacy Shed Film – Beyond the Lines Outcome: Written outcomes to show levels of formality – both Fiction and Non-Fiction</p>	<p>Purpose: To Entertain Inspiration: Catch It clip from the Literacy Shed. Outcome: Short written outcomes, both Fiction and Non-Fiction.</p> <p>Purpose: To Entertain Inspiration: Take One Book Week – The Savage Writing in Forest School as the main character in The Savage by David Almond. Outcome: Short written outcomes, both Fiction and Non-Fiction, showing levels of formality.</p>	<p>Purpose: To Inform To Persuade Inspiration: A holiday that the children have been on Outcome: Producing a Holiday Brochure – focus on shifts in formality and grammatical choices.</p> <p>Writing across the curriculum – focus on longer writing sessions in RE, Topic and Science</p> <p>Purpose: To Entertain Inspiration: Literacy Shed – Road's End Outcome: Writing based on a short narrative.</p> <p>Purpose: To Entertain Inspiration: Literacy Shed Film - Alma Outcome:</p>	<p>Purpose: To Entertain Inspiration: Literacy Shed Film – Little Freak Outcome: Internal monologue plus pupil's own choice of writing</p> <p>Purpose: To Entertain To Describe Inspiration: Literacy Shed Film – The Ridge – Danny MacAskill Outcome: A description of Danny's cycle over The Ridge.</p> <p>Purpose: To Inspire To Explain Inspiration: Y6 informing our website audience how we promote British Values at Warden Hill as well as leaving their legacy on our school's website. Outcome: Explanation of how British Values are promoted at our school</p>

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	display, recreating the front cover. Short writing sessions towards the end of the term each with a specific focus, stimuli and purpose.	Explanation text – non-fiction writing linked to science work on evolution Purpose: To Entertain Inspiration: Christmas Films Outcome: Christmas writing - developing grammar skills in our writing	Purpose: To Entertain Inspiration: Literacy Shed Film -Dia De Los Muertos – The Day of the Dead Festival Outcome: Written outcomes to show levels of formality – both Fiction and Non-Fiction Short writing sessions towards the end of the term each with a specific focus, stimuli and purpose.		Short written outcomes, both Fiction and Non-Fiction. (National Curriculum Testing Week)	as well as sharing how the British Values that the children have learnt about have had an impact on them and their lives in becoming a successful member of our society.

SPAG

Pronouns Tenses Word classes Identifying missing punctuation De:de sentences Ad, ad sentences	Subjunctive mood/ voice Expanded noun phrases Embedded clauses Comparative and superlative adjectives Conjunctions	Reported speech Passive / active Punctuation with a main focus on internal punctuation Paragraphs and layout		Mixed Practice: Revision	Mixed Grammar Daily
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Guided Reading

Daily Guided Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising Week 1-4 Fiction Week 5 & 6 Non-Fiction Week 7 Poetry Week 8 Fiction	Daily Guided Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising Week 1 & 2 Non- Fiction Week 3 – 6 Fiction Week 7 Poetry	Daily Guided Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising	Daily Guided Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising	Daily Guided Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising	Daily Guided Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising
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Arithmetic

We have two separate arithmetic sessions during the week where are foci are:

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	<ul style="list-style-type: none"> Formal methods for calculating with the four operations Calculating decimals with the four operations Calculating fractions with the four operations Finding percentages BIDMAS Calculating with indices Developing fluency in using facts that we know to be able to complete calculations efficiently 					
Maths						
	<p>Number Facts (2 weeks)</p> <ul style="list-style-type: none"> Place value Factors and multiples (including HCF, LCM) Prime Numbers Negative Numbers Multiplying and dividing by 10, 100 and 1000. <p>Number – Four Operations (2 weeks)</p> <ul style="list-style-type: none"> Strategies for addition and subtraction. Short multiplication and division Interpreting Remainders <p>Number – Long Division (1 Week)</p> <p>Geometry – Angles (1-2 Weeks)</p> <ul style="list-style-type: none"> Angle facts in 2D shapes Measuring angles with a protractor Drawing angles Drawing 2D shapes when given properties 	<p>Fractions – 3 Weeks</p> <ul style="list-style-type: none"> Simplifying fractions Ordering fractions Adding and subtracting fractions Multiplying and dividing fractions Equivalent fractions/decimals and percentages. <p>Problem solving and reasoning (2 weeks)</p> <ul style="list-style-type: none"> Strategies for solving range of problem solving and reasoning tasks. <p>Assessment Week</p>	<p>Number – BIDMAS – 1 week</p> <ul style="list-style-type: none"> Understanding the order of operations and implementing it into a range of multi-step problems. <p>Geometry – 2-3 weeks</p> <ul style="list-style-type: none"> Properties of quadrilaterals Properties of circles Finding the area/perimeter of 2D shapes Finding the area/perimeter of compound shapes Comparing the perimeters of shapes with the same area. Volume of 3D shapes <p>Algebra – 2 weeks</p> <ul style="list-style-type: none"> One step linear equations Two step problems Simplifying equations Generating and describing sequences <p>Statistics – 1 week</p> <ul style="list-style-type: none"> Interpreting and constructing line graphs Interpreting and constructing pie charts Finding the mean of a set of data <p>Measurement – 1 Week</p> <ul style="list-style-type: none"> Understanding ratio and proportion Reading, writing and converting units of length, mass and volume (metric units) Convert between miles and kilometers Interpret timetables 	<p>Revision</p> <ul style="list-style-type: none"> Number and place value, addition and subtraction and multiplying and division reasoning Fractions, decimals and percentages, Ratio and Proportion, Algebra, measurement, problem solving and reasoning and geometry 	<p>Investigative Maths Independent Led Learning</p>	

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			Geometry – Translation and Reflection – 1 Week <ul style="list-style-type: none"> Plotting coordinates on a four quadrant grid Translation Reflection 			
Science						
	Living Things and their Habitats	Evolution and Inheritance	Light	Electricity	Animals including Humans (Healthy lifestyles including the Circulatory System)	
Computing						
	'We are app planners' – planning the creation of a mobile app	'We are project managers' - developing project management skills	'We are market researchers' - researching the app market	'We are interface designers' - designing an interface for an app	'We are app developers' – developing a simple mobile phone app	'We are marketers' – creating video and web copy for a mobile phone app
RE						
	What is the best way for a Muslim to show commitment to God?	Why do some people believe in God and some people do not?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	
History						
	The Mayans – What led to the decline of the Maya?		A longitudinal history study		How has the Cheltenham Lido changed over time?	
Geography						
	The Mountain Environment – Is it wrong to be a tourist in the Himalayas?				A study of Cheltenham - Cheltenham through the ages (whole school focus for Cheltenham week)	
DT						
	Design, Make and Evaluate – Making A Himalayan Curry		Design, Make and Evaluate – Mechanical Systems (making a toy using CAMs)		Design, Make and Evaluate – Textiles (computer aided design) – making a shopping bag to help reduce plastic use.	
Art						
	Landscapes – Mountains, Cityscapes		Architect Unit – Gaudi		Movement Art	
Music						
	Learning to play ukuleles		Exploring rounds	Exploring rounds	Focus on Year 6 performance	Exploring rounds
Games						
	Invasion games Ultimate Frisbee	Invasion games Hockey	Invasion Games Rugby	Invasion Games Hi 5 Netball	Athletics – running, jumping and throwing	Striking and fielding- cricket/rounders
PE						
	Dance –Samba dance from South America	Dance –Samba dance from South America	Yoga	Yoga	Athletics – running, jumping and throwing	Athletics – running, jumping and throwing

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PSHE	Myself and My Relationships Family and Friends Anti-bullying	Healthy and Safer Lifestyles Healthy Lifestyles	Citizenship - Diversity and communities	Healthy and Safer Lifestyles Drug Education	Myself and My Relationships Managing change Economic wellbeing – Financial capability	Healthy and Safer Lifestyles Managing Risk
French	Appearances and Personalities	Regular Verbs	Irregular Verbs	Healthy Lifestyles	At School	The Weekend
SMSC: Spiritual, Moral, Social and Cultural Development						
<p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <p>We believe at Warden Hill that SMSC is essential to academic progress and attainment of pupils. It is something that is woven through everything we do and our values of Belong, Explore Succeed support these developments. Many elements of citizenship education support SMSC, such as appreciating diversity, understanding different viewpoints and collaborating for change.</p> <p>Running through these areas we also teach our children the British Values of:</p> <ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. <p>Our PSHCE and RE curriculums allow for a considered exploration of these values and we also address them through assemblies, School and Eco Councils, House/Vice/Sports Captain Elections and themed days.</p> <p>All our teaching community fully support and articulate our British Values as well as the SMSC areas. Where it isn't always visible then we are quick to address these areas to make improvements.</p>						