

Curriculum Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	<i>Malamander by Thomas Taylor</i> <i>The closest thing to flying by Gill Lewis</i>		<i>The boy at the back of the class by Onjali Q Rauf</i> <i>Skellig by David Almond</i>		<i>Ghost by Jason Reynolds</i> <i>Sky Song by Abi Elphinstone</i>	
English	<p>Purpose: To entertain Inspiration: Emotive poems Outcome: A poem using vocabulary to convey emotions Purpose: To entertain</p> <p>Purpose: To describe To entertain Inspiration: Picture book- Leon and the Place Between by Angela McAllister Outcome: A narrative that uses vocabulary for effect</p> <p>Purpose: To Describe To entertain Inspiration: Class story Malamander by Thomas Taylor Outcome: A diary entry from a character's perspective</p>	<p>Purpose: To explain To inform Inspiration: Science – Materials and their properties Outcome: An explanation text that informs a reader about how a hot air balloon works</p> <p>Purpose: To entertain Inspiration: Picture book- Voices in the Park by Anthony Browne Outcome: A perspective narrative with a focus on adapting sentence structure and language to convey a character's voice</p> <p>Purpose: To persuade To entertain Inspiration: The Sprout Boy</p>	<p>Purpose: To entertain To describe Inspiration: The Dreadful Menace Outcome: A poem using vocabulary and literary devices to create an effect Performance of this poem using appropriate intonation and volume</p> <p>Purpose: To inform Inspiration: The History of Lego Outcome: Non-fiction writing informing a reader about the history of Lego</p> <p>Purpose: To entertain To describe Inspiration: The Alchemist's Letter Outcome: A series of descriptive narrative that uses vocabulary for effect</p>	<p>Purpose: To inform To describe Inspiration: Class reads and When stars are scattered Outcome: Paired discussion on refugees using When Stars are scattered, The Boy at the back of the class and The Closest thing to Flying and a diary entry about life in a refugee camp based on When Stars Are Scattered</p> <p>Purpose: To entertain To inform Inspiration: Pandora Outcome: A non-chronological report based on a fictional world, using formality to present information</p>	<p>Purpose: To entertain To describe Inspiration: Class read: Skellig Outcome: A series of descriptive narrative that uses vocabulary for effect</p> <p>Purpose: To entertain To describe Inspiration: Tyger, Tyger poem by William Blake Outcome: Poem based upon an animal, using structure of Tyger Tyger.</p>	<p>Purpose: To entertain Inspiration: The Piano Outcome: An inner monologue to consciously engage the reader</p> <p>Purpose: To inform To persuade Inspiration: Geography unit of work based on the Rainforest Outcome: A letter to persuade others to stop using palm oil products A balanced argument to stop people from using palm oil products</p>

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Outcome: A presentation persuading an audience to eat Brussels sprouts

Spelling, Punctuation and Grammar (SPAG)

Nouns, verbs and adverbs
Modal verbs
Adverbs of probability
Adjectives
Pronouns and relative pronouns
Determiners
Coordinating and subordinating conjunctions
Conjunctions for cohesion
Prepositions
Adverbials

Clauses and phrases
Commas for parenthesis
Brackets and dashes for parenthesis
Apostrophes
Standard and Non-Standard English
Relative Clauses
Paragraphing
Inverted commas
Connectives and cohesion

Subject and verb agreement
Tenses
Suffixes to create verbs
Hyphens
Frequently confused words and homophones
Etymology and word families
Revision of Year 5 SPAG

Guided Reading

Daily Whole Class Reading: developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising

Week 1-2 Poetry
Week 3 Non-Fiction
Week 4 -6 Fiction
Week 7 Diary

Daily Whole Class 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 Whole Class Reading: developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising

Week 1 Fiction
Week 2-3 Non-Fiction
Week 4 -5 Fiction
Week 6 Letter

Daily Whole Class Reading: developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising

Week 1 & 2 Fiction
Week 3 Poetry
Week 4 – 6 Non-fiction

Daily Whole Class Reading: developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising

Week 1 Poetry
Week 2-4 Non-Fiction

Daily Whole Class Reading: developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising

Week 1 & 2 Fiction
Week 3 – 6 Non-Fiction
Week 7 Letter

Number Sense

We have one session each day called Number Sense.

On two days, the focus of this session will be arithmetic.

On the other three days, we will be doing deliberate practice, consolidation of skills aiming to deeper understanding.

Maths

Place value

Addition and subtraction

Adding and subtracting

Multiplication and division

Fractions: Decimals and Percentages

Fractions: Calculating

Converting mixed and improper fractions

Measurement: Area and Volume

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Read, write and compare six digit numbers Counting up to six digit numbers rounding Negative numbers Roman numerals</p> <p><u>Decimals</u> Recognise and use thousandths, tenths and hundredths Compare and order decimals (3 d.p.) Rounding decimals</p> <p><u>Geometry: Properties of shapes</u> 3D shapes - nets</p>	<p>mentally Column subtraction and addition for numbers more than four digits Number</p> <p><u>Multiplication and division</u> Multiplying and dividing by powers of 10. Prime numbers Multiples Square and cube numbers up to 100</p>	<p>Multiplying and dividing using mental and written methods.</p> <p><u>Geometry: Position and direction</u> Reflection and translation of 2D shapes.</p>	<p>Compare and order fractions Writing fractions as percentages Making connections between fractions/decimals/percentages</p> <p><u>Measurement: Length, Mass and Capacity</u> Converting between metric units of length, weight and capacity. Calculating the perimeter of composite rectilinear shapes. Understand and using approximate equivalences between metric and imperial units</p>	<p>Adding and subtracting mixed and proper fractions. Multiplying unit or non-unit fractions by a whole a number.</p>	<p>Find and estimate the area of squares and rectangles Find an estimate for the volume of a 3D shape Estimate capacity</p> <p><u>Geometry: Properties of Shapes</u> Name and identify different types of angles Use a protractor to measure angles, Identify and find angles on a straight line or around a point. Use the properties of rectangles to find missing lengths and angles. Know the difference between a regular and an irregular polygon</p> <p><u>Measurement: Time</u> Converting between units of time</p> <p><u>Statistics</u> Read and interpret information given in a table, timetable and line graph.</p>
Science					
Properties and changes of materials	Properties and changes of materials	Forces	Earth and space	Life cycles	Animals, including humans
Computing					
We are game developers	We are architects	We are adventure gamers	We are cryptographers	We are web developers	We are VR designers

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Religious Education											
	Theme: Belief into Action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity End of year reflective unit What matters most to Humanists, Christians and Sikhs?					
History											
	Cheltenham: How has Cheltenham High Street changed over time? The Vikings: Were the Vikings ruthless raiders or peaceful settlers.		Crime and Punishment: How has crime and punishment changed over throughout history?								
Geography											
						What is the impact of deforestation on Brazil's rainforests?					
Design and Technology											
	Cooking – Savoury muffins		Frame structures – Creating a model bird hide			Electrical systems – designing and controlling construction kits.					
Art											
	How artists portray emotions Key Artist : Edvard Munch		Plants and Flowers Key Artist: Nnenna Okore			Art work inspired by the South American artist Beatriz Milhazes.					
Music											
	Keep Healthy and The Vikings <ul style="list-style-type: none">singing songs in a variety of styles, including syncopated rhythms and more complex layered rhythms in different groups. Christmas		Solar System <ul style="list-style-type: none">describing, comparing and evaluating music using musical vocabulary At the movies			Life Cycles <ul style="list-style-type: none">rhythmic pattern compositions, creating changes for different effects to reach certain criteria. Ukulele					

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<ul style="list-style-type: none"> singing and playing instruments expressively using correct breathing and vocal techniques when singing to prepare songs for Christmas. 		<ul style="list-style-type: none"> the elements of music (in particular tempo, dynamics and silence) to create music for a storyboard sequence, using notations 		<ul style="list-style-type: none"> learning how to play the ukulele playing individual notes and chords 	
Games					
Football	Gymnastics	Hockey	Dance	Athletics	Rounders
Physical Education					
Agility: Ball Chasing (FUNS Station 11) Coordination: Sending and Receiving (FUNS Station 8)	Dynamic Balance: On a Line (FUNS Station 5) Counter Balance: With a Partner (FUNS Station 7)	Coordination: Ball Skills (FUNS Station 9) Agility: Reaction/Response (FUNS Station 12)	Static Balance: Seated (FUNS Station 2) Static Balance: Floor Work (FUNS Station 3)	Swimming	Swimming
Personal, Social, Health and Economic education (PSHE)					
Myself and My Relationships: Beginning and Belonging My Emotions	Healthy and Safer Lifestyles: Healthy Lifestyles	Healthy and Safer Lifestyles: Managing Safety and Risk Basic First Aid	Healthy and Safer Lifestyles: Personal Safety Relationship and Sex Education	Citizenship Diversity and Communities	Healthy and Safer Lifestyles: Drug Education
French					
Do you have a pet?	The Weather	Clothes	My home	The planets	Bastille Day Researching a French speaking country: French Guiana

Spiritual, Moral, Social and Cultural development (SMSC)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

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.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

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.

Running through these areas we also teach our children the British Values of:

- democracy

Autumn 1

Autumn 2

Spring 1

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Summer 1

Summer 2

- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our PSHE 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.

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.