

Year 6 – Wellesley Park Primary School

Core Curriculum Map



Wellesley Park Primary School
Reaching for Success Together

2021-2022	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	<p>Fiction: Hansel & Gretel Defeat the Monster Tale Suspense</p> <p>Non Fiction: Persuasion - Letter To Witch To Free Hansel & Gretel</p>	<p>Fiction: The Gas Mask Portal Tale Setting</p> <p>Non Fiction: Newspaper report - Gas Mask</p>	<p>Fiction: Fowler's Yard Tale of Fear description/vocabulary</p> <p>Poetry: Blank Verse (classics)/ Sonnets (classic)</p>	<p>Fiction: Kidnapped Flashback</p> <p>Poetry: Narrative (classic) Performance Poetry</p>	<p>SATS</p> <p>Non-Fiction: Discussion Text/Persuasive Argument</p>	<p>Independent writing activities for children to demonstrate recall and understanding of genre features covered previously in both fiction and non-fiction writing. This may include: descriptive narratives, discussion texts, newspaper reports, non-chronological reports and poetry writing.</p>
Speaking & Listening	<p>Use a range of oral techniques to present persuasive arguments and engaging narratives.</p> <p>Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p> <p>Analyse and evaluate how speakers present points effectively through use of language and gesture.</p>		<p>Participate in whole-class debate using the conventions and language of debate, including Standard English.</p> <p>Listen for language variation in formal and informal contexts.</p> <p>Understand and use a variety of ways to criticise constructively and respond to criticism.</p>		<p>Use the techniques of dialogic talk to explore ideas, topics or issues.</p> <p>Identify the ways spoken language varies according to differences in context and purpose of use.</p> <p>Devise a performance considering how to adapt the performance for a specific audience.</p>	
Reading	<p>Fiction Rooftoppers by Katherine Rundell</p> <p>Class read</p>	<p>Fiction Rooftoppers by Katherine Rundell</p> <p>Non-Fiction Suffragette: The Battle</p>	<p>Fiction Skellig by David Almond</p> <p>Non-Fiction Survivors by David Long (Short factual stories)</p>	<p>Poetry and Non-fiction texts.</p> <p>Non-Fiction Survivors by David Long (Short factual stories)</p>	<p>SATS</p> <p>Non-Fiction 882 and 1/2 Amazing Answers to Your Questions About the Titanic</p>	<p>Play scripts</p> <p>Non-Fiction 882 and 1/2 Amazing Answers to Your Questions About the Titanic</p>

SPAG

		For Equality by David Roberts Class read	Class Read	Class Read	Class Read	Class Read
	<p>Consolidate Year 5 list</p> <p>N.B. The order grammar is taught in Year 6 may vary depending on gaps identified and grammar relevant to our T4W texts.</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses</p>	<p>Consolidate Year 5 list</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</p>	<p>Consolidate Year 5 list</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices :</p>	<p>Consolidate Year 5 list</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you .</p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>Consolidate Year 5 list</p> <p>Consolidate: Punctuation Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas Colon – instructions Parenthesis Bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb</p>

	with full range of conjunctions. Secure understanding of word classes	Active: The class heated the water. Passive: The water was heated.				Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity
Maths	Number: Place Value (up to 10 million, rounding, negative) Number: addition, subtraction, division and multiplication (all 4 operations, factors, multiples, prime, square and cube numbers)	Number: Fractions (4 operations) Geometry: Position and Direction (4 quadrants, translations, reflections)	Number: Decimals (3 decimal places) Algebra Converting Units Number: Percentages (fractions to percentages, % of amounts) Number: Algebra (rules, expressions, formulae, equations)	Measurement: Perimeter, Area and Volume Number: Ratio Statistics (line graphs, circles, pie charts, mean)	Geometry: Properties of Shape (angles in shapes), nets of 3D shapes) Consolidation / SATs preparation	Consolidation, investigation and preparations for KS3

Wider Curriculum

	Autumn	Spring	Summer
History	Extending chronological knowledge beyond 1066: Crime and Punishment Victorians – link with suffragettes (Briefly cover changes from Anglo-Saxons up to Victorians)	Non-European study to contrast with British history Benin (West Africa) AD 900-1300	Significant British History The Titanic

Geography	Rivers and Mountains – Geographical Skills and Fieldwork (Include Water Cycle from Year 4) Describing and understanding key aspects	West Africa – Locational Knowledge, Place Knowledge <i>Links to history topic</i> Human geography/Climate – trade links	North America – Geographical skills and fieldwork (Climate) <i>Links to history topic</i> Comparing human and physical geography (New York)
Science	Humans - Circulatory system/diet/nutrients and water systems Evolution - Fossils/offspring/adaptation	Light – how it travels Electricity – Voltage/function of components/circuit diagrams (include Year 4 Electricity objectives)	Living things – classification Solids, liquids and gases – Year 4 Working Scientifically Focus
RE	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	Unit 10: What do Christians believe about Salvation? (Links with Easter)	Unit 12: What do Christians believe about Agape? Review Judaism
Computing	E-safety – Online Safety Life on-line Computing Systems and Networks: Bletchley Park	Subject Under Review E-safety - review	Subject Under Review E-safety - review
Health & Relationships	Me and my relationships Working together Let's negotiate Solve the friendship problem Behave yourself Dan's day Valuing Differences OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising Friendships	Keeping myself safe Think before you click Traffic lights To share or not to share Rat park What sort of drug is...? Drugs: It's the law Rights and Responsibilities Two sides to every story Fakebook friends What's it worth Jobs and taxes Action stations!	Being my best Five ways to Wellbeing project This will be your life Our recommendations What's the risk one and two Basic First Aid Growing and Changing Helpful of unhelpful – managing change I look great Media manipulation Pressure online Is it normal Dear Ash Making babies What is HIV?
PE	Gymnastics sequences <i>To combine movements and routines as a group in synchronisation</i>	Invaders <i>To communicate and evaluate tactics in team games (Rugby)</i>	Nimble nets <i>To apply skills in different ways and demonstrate stamina</i>

	<p>Dynamic dance To develop innovative movements using own choice of music and style</p>	<p>Striking and fielding To explain rules and play effectively as part of a team (Rounders)</p>	<p>Young Olympians To practise a range of competitive track and field events</p>
Art	<p>Painting: Cubism/ Realism Picasso & Dali</p>	<p>Sculpture: Benin 'Bronze' Sculptures</p>	<p>Drawing: Exploring typography and illustrations for stories: Quentin Blake</p>
DT	<p>Mechanisms: Pop-Up books/The Art of Paper Cutting Mathilde Nivet</p>	<p>Design: Design and make a marble run game!</p>	<p>ICT: Year 6 Film production (in teams)</p>
Music	<p>Charanga Music: How does music bring us together? How does music connect us with the past?</p>	<p>Charanga Music: How does music make the world a better place? How does music teach us about our community?</p>	<p>Charanga Music: How does music shape our way of life? How does music connect us with the environment?</p>
French	<p>All about me / Numbers and letters</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Animals and colours / My school and hometown</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Describe people, places, things and actions orally* and in writing</p>	<p>Time and weather / The wider world</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
Enrichment and Memorable Moments	Autumn	Spring	Summer
	<p>Listen to classical music Heart dissection (Science)</p>	<p>Listen to classical music University or Houses of Parliament visit Residential – Mill on the Brue</p>	<p>Listen to classical music How to Spend Money Wisely (Maths) Read Classic Novel (English) Life Education Classroom Visits</p>