

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/ Phonics	<p>Short Stories (various authors) Comprehension through lyrics Non-Fiction Survivors by David Long (Short factual story) Fiction Rooftoppers by Katherine Rundell Class read</p>	<p>Fiction Rooftoppers by Katherine Rundell Non-Fiction Survivors by David Long (Short factual story)</p> <p>Class read</p>	<p>Fiction Skellig by David Almond Non-Fiction Survivors by David Long (Short factual story)</p> <p>Class Read</p>	<p>Poetry and Non-fiction texts. Non-Fiction Survivors by David Long (Short factual story)</p> <p>Class Read</p>	<p>SATS</p> <p>Non-Fiction Survivors by David Long (Short factual story)</p> <p>Class Read</p>	<p>Play scripts</p> <p>Non-Fiction Survivors by David Long (Short factual story)</p> <p>Class Read</p>

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Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list
<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 Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions.</p> <p>Secure understanding of word classes</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. Active: The class heated the water. Passive: The water was heated.</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:</p> <ul style="list-style-type: none"> 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 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: Fractions (4 operations)	Number: Decimals (3 decimal places) Algebra Converting Units Number: Percentages (fractions to percentages, % of amounts)	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
	Number: addition, subtraction, division and multiplication (all 4 operations, factors, multiples, prime, square and cube numbers)	Geometry: Position and Direction (4 quadrants, translations, reflections)	Number: Algebra (rules, expressions, formulae, equations)			

Wider Curriculum

2020-2021	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 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	Record / Ask Questions Humans - Circulatory system/diet/nutrients and water systems Evolution - Fossils/offspring/adaptation	Set up an enquiry / Observe and measure Light – how it travels Electricity – Voltage/function of components/circuit diagrams	Interpret and report / Evaluation Living things – classification Reproduction Focus – Skills based activities recapping all subjects – Key Emphasis – Working scientifically

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	E-safety - review Programming: Introduction to Python (Creating geometric design) Algorithms and coding Data Handling 1: barcodes, QR codes and RFID Transmitting data, mobile data and encoding to keep data safe	E-safety - review Creating Media: History of computers Write, record and edit radio plays set during WWII. Evolution of computers. Data Handling 2: How networks and the internet are able to share information. How data can be used to design smart buildings to improve efficiency.
Health & Relationships	Me and my relationships Collaboration Valuing Differences OK to be different	Keeping myself safe Think before you click Rights and Responsibilities Two sides to every story	Doing my best Five ways to Wellbeing project Growing and Changing Helpful of unhelpful – managing change
PE	Invaders / Boot camp / Inside out <i>To communicate and evaluate tactics in team games (netball and dodgeball)</i> Dynamic dance / Boxercise / Going for goals <i>To develop innovative movements using own choice of music and style</i>	Gymnastics sequences / Step to the beat / You are what you eat <i>To combine movements and routines as a group in synchronisation</i> Striking and fielding / Gym fit / Blood and guts <i>To explain rules for cricket, rounders and play effectively as part of a team</i>	Nimble nets / Pilates / Healthy body <i>To apply skills in different ways and demonstrate stamina</i> Young Olympians / Fitness / Germ busters <i>To practise a range of competitive track and field events</i>
Art	Painting: Cubism/ Realism Picasso & Dali Mechanisms: Pop-Up books/The Art of Paper Cutting Mathilde Nivet	Design: Design and make a marble run game! Sculpture – Benin ‘Bronze’ Sculptures Architectural design	Drawing: Exploring typography and illustrations for stories: Quentin Blake ICT: Year 6 Film production (in teams)
Music	Charanga Music: How does music bring us together? How does music connect us with the past?	Charanga Music: How does music make the world a better place? How does music teach us about our community?	Charanga Music: How does music shape our way of life? How does music connect us with the environment?
French	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Speak in sentences, using familiar vocabulary, phrases and basic language structures	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Present ideas and information orally to a range of audiences*

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

Appreciate stories, songs, poems and rhymes in the language

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

Describe people, places, things and actions orally* and in writing

Read carefully and show understanding of words, phrases and simple writing

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

