



ENTRY POINT

Brainwave – The children will teach someone a chosen knowledge or skill.

Establish an agreed set of criteria for ‘What makes a good learner’ and ‘What makes a good teacher’.

IPC

Brainwave Learning Goals -

Know about some of the recent evidence and research into the brain and learning

Know about some of the different areas of the brain and their function

Understand the different ways that they can learn

Understand how they can improve their learning and their attitudes to learning

ENGLISH

RECOUNTS

Spoken Language:

Consider and evaluate different viewpoints.

Writing:

Plan writing by identifying the audience for and purpose of the writing.

Evaluate and edit assessing the effectiveness of their own and others writing.

Comprehension:

Increasing their familiarity with a wide range of books.

Predicting what might happen from details stated and implied.

Writing: Vocabulary, Grammar and Punctuation:

Using expanded noun phrases to convey complicated information concisely.

Punctuating bullet points consistently.

MATHEMATICS

Place Value (2 weeks):

Using negative numbers in context and calculating intervals across 0.

Rounding any whole number to a required degree of accuracy.

TOPIC – Brainwave (1 week and a half weeks)

PSHE / PERSONAL LEARNING GOALS

Year 6 orientation and expectations.

EXIT POINT

The children will set up their own learning seminar, to share learning from the topic with other members of the school community.



Year 6 - PHES Medium Term Curriculum Map - Term 1.2 2022-2023



ENTRY POINT

Oil Spill!

The children are going to take on the role of government officials charged with cleaning up an imaginary oil spill in the local area.

They will investigate the difference between cleaning and drying a feather that has been in water, and one that has been in oil and water.

MATHEMATICS

Addition, Subtraction, Multiplication & Division (6 weeks):

Using estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Solve problems involving addition, subtraction, multiplication, and division.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Using knowledge of the order of operations to carry out calculations involving the 4 operations.

Identifying common factors, common multiples and prime numbers.

Performing mental calculations, including with mixed operations and large numbers.

Dividing 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

Dividing numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Multiplying multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

IPC

Geography

Collecting and recording evidence to answer geographical questions

Identifying geographical patterns and to using their knowledge and understanding to explain them.

Using appropriate geographical vocabulary to describe and interpret their surroundings

Using appropriate techniques to gather information

Making plans and maps in a variety of scales using symbols and keys

Using and interpreting globes and maps in a variety of scales

Explaining how physical and human processes lead to similarities and differences between places

Explaining how places are linked through movement of goods and people

Communicating their knowledge and understanding of geography in a variety of ways.

Science

Conducting scientific investigations posing scientific questions

Choosing an appropriate way to investigate a scientific issue

Making systematic and accurate measurements from their observations

Explaining and justifying their predictions, investigations, findings and conclusions

Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions.

International

Explaining how the lives of people in one country or group are affected by the activities of other countries or groups.

Identifying ways in which people work together for mutual benefit.

ENGLISH

Explanation Texts & Non-Chronological Reports

Spoken Language:

Giving well-structured descriptions, explanations and narratives

Speaking audibly and fluently with an increasing command of Standard English

Writing:

Planning and writing by noting and developing initial ideas, drawing on reading

Evaluating, editing and proposing changes to vocabulary, grammar and punctuation

Comprehension:

Identifying how language, structure and presentation contribute to meaning

Discussing and evaluate how authors use language, including figurative language

Distinguishing between statements of fact and opinion

Retrieving, recording and presenting information from non-fiction

Writing: Vocabulary, Grammar and Punctuation:

Recognising vocabulary and structures that are appropriate for formal speech and writing.

Using and understanding the grammatical terminology in English Appendix 2.

TOPIC – Black Gold (6 weeks)

PSHE / PERSONAL LEARNING GOALS

Being me in my world

Identifying goals for the year

Global citizenship

Children's universal rights

Feeling welcome and valued Choices, consequences, and rewards

Group dynamics Democracy, having a voice

Anti-social behaviour Role-modelling

TRIPS

Guest Speaker

EXIT POINT

The children will plan an awareness day, to share some of the issues we have explored during the topic.

They will present their work with other members of the school and the local community.



Year 6-PHES Medium Term Curriculum Map– Term 1.3 2022-20223



ENTRY POINT

The children will present their 'impression' of the host country in a preferred art form. They will look at and discuss a range of ways to share their impressions and perform them to each other.

MATHEMATICS

FRACTIONS, DECIMALS & PERCENTAGES

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Solving problems which require answers to be rounded to specified degrees of accuracy

Using written division methods in cases where the answer has up to 2 decimal places

Multiplying one-digit numbers with up to 2 decimal places by whole numbers

Geometry- Position and Direction

Drawing and translating simple shapes on the coordinate plane and reflecting them in the axes.

Describing positions on the full coordinate grid (all 4 quadrants)

IPC

Art Learning Goals

Using a wide variety of materials, forms and techniques to express their emotions, observations and experiences

Communicating through visual and tactile forms

International Learning Goals

Explaining how the lives of people in one country or group are affected by the activities of other countries or groups

Identifying ways in which people work together for mutual benefit

Music Learning Goals

Playing tuned and untuned instruments with control and rhythmical accuracy

Performing as part of an ensemble

Composing musical pieces combining musical elements within a structure

Physical Education Learning Goals

Planning their own performance

Refining and improving their performance based on their understanding of what is needed

ENGLISH

Stories from other cultures and stories with familiar settings

Spoken Language:

Listening to and responding appropriately to adults and their peers

Asking relevant questions to extend their understanding and knowledge

Selecting and using appropriate registers for effective communication

Writing:

Planning and writing narratives, considering how authors have developed characters.

Drafting and writing by using a wide range of devices to build cohesion with and across paragraphs.

Performing their own compositions, using appropriate intonation, volume and movement.

Comprehension:

Checking that a book makes sense by discussing our understanding and exploring the meaning of words in context.

Drawing inferences, such as inferring characters. Predicting what might happen from details stated and implied.

Using the perfect form of verbs to mark relationships of time and cause.

Using relative clauses beginning with who, which, where, when, whose...

Using commas to clarify meaning or avoid ambiguity in writing.

TOPIC – They see the world like this (5 weeks)

PSHE / PERSONAL LEARNING GOALS

Celebrating Difference
Perceptions of normality
Understanding disability
Power struggles
Understanding bullying
Inclusion/exclusion
Differences as conflict
difference as celebration Empathy

TRIPS

Visit Al Bidda Park and the Old Fire Station Gallery for sketching.

EXIT POINT

The children will present a spectacular art showcase to celebrate the end of the topic, displaying all they have learned about art, music and dance.