



# Year 6 - PHES Medium Term Curriculum Map - Term 2.1 2021-2022



## ENTRY POINT

Set up fun obstacle course or series of team games for the children to take part in and enjoy.

Hopefully this can be done at around the school sports day.

## IPC

### History

3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied

3.14 Be able to describe how the history of one country affects that of another

### International

3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups

3.06 Be able to identify ways in which people work together for mutual benefit

### Music

3.04 Be able to play tuned and untuned instruments with control and rhythmical accuracy

3.05 Be able to perform as part of an ensemble

3.07 Be able to compose musical pieces combining musical elements within a structure

### Physical Education

3.05 Be able to plan their own performance

3.06 Be able to participate in small-side team games

3.10 Be able to refine and improve their performance based on their understanding of what is needed

### Technology

3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products

3.10 Be able to test and evaluate their own work and improve on it

## ENGLISH

### Spoken Language

65. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

71. Select and use appropriate registers for effective communication

### Composition

52. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

53. Plan writing by noting and developing initial ideas, drawing on reading and research where necessary

57. Draft and write by precisising longer passages

59. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

### Comprehension

*Maintain positive attitudes to reading and understanding of what they read by:*

12. recommending books that they have read to their peers, giving reasons for their choices

*Understand what they read by:*

15. drawing inferences such as inferring characters

17. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

18. identifying how language, structure and presentation contribute to meaning

21. Retrieve, record and present information from non-fiction

23. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

### Writing: Vocabulary, Grammar and Punctuation

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

43. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

47. using modal verbs or adverbs to indicate degrees of possibility

55. punctuating bullet points consistently

## MATHEMATICS

### Fractions, Decimals & Percentages (4 weeks)

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places
- Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- Divide proper fractions by whole numbers
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Compare and order fractions, including fractions  $>1$
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination

### Algebra (1 week)

- Enumerate possibilities of combinations of 2 variables
- Find pairs of numbers that satisfy an equation with two unknowns

## TOPIC – OLYMPICS: GOLD (5 WEEKS)

### 2<sup>ND</sup> JANUARY – 3<sup>RD</sup> FEBRUARY 2022

## PSHE / PERSONAL LEARNING GOALS

### Dreams and goals

Personal learning goals, in and out of school

Success criteria

Emotions in success

Making a difference in the world

Motivation

Recognising achievements

Compliments

## TRIPS

Sporting event 2022

National Sports Day

## EXIT POINT

Celebrate the children's learning by participating in the grand opening ceremony for your school Olympics!

Some examples might include:

- Community voting for an official logo – display the different logos that the children designed and give visitors a coloured spot to vote for the one they like best. The winner can be revealed in the closing ceremony.
- Competition gallery – display the children's slide shows, posters and/or infographics from their research on other international competitions.
- Olympic Charter – present the charter that the class has selected as the school sportsmanship code of conduct.
- Circuit training – the children could demonstrate the exercise circuits that they designed in Physical Education Task 1.
- Visually impaired 100m - the children could repeat the blindfolded race from Physical Education Task, but this time with their parents instead of their classmates.



# Year 6 - PHES Medium Term Curriculum Map - Term 2.2 2021-2022



## ENTRY POINT

Hold a 'Myths and Legends' day to launch the unit. Ask children to come dressed up as a character from a myth or legend they have heard of. Their parents should be able to help them with this if they are struggling to come up with ideas.

## IPC

### Art

3.03 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences

3.04 Be able to communicate through visual and tactile forms

### History

3.10 Be able to find out about aspects of the past from a range of sources

3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework

### Music

3.07 Be able to compose musical pieces combining musical elements within a structure.

## ENGLISH

*Poems by significant authors*

### Spoken Language

65. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

### Comprehension

*Maintain positive attitudes to reading and understanding of what they read by:*

11. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

12. recommending books that they have read to their peers, giving reasons for their choices

15. learning a wider range of poetry by heart

16. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

*Understand what they read by:*

15. drawing inferences such as inferring characters

19. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

23. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

### Composition

54. Plan writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

### Writing: Vocabulary, Grammar and Punctuation

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

## MATHEMATICS

### Algebra (1 week)

- Express missing number problems algebraically
- Generate and describe linear number sequences
- Use simple formulae

### Measurement: Converting units (1 week)

### Measurement: Perimeter, area and volume (2 weeks)

- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units
- Calculate the area of parallelograms and triangles
- Recognise when it is possible to use formulae for area and volume of shapes
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Convert between miles and kilometres
- Use read, write and convert between standard units converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and visa versa using decimal notation up to 3 decimal places
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate

## TOPIC – MYTHS AND LEGENDS (4 WEEKS)

13<sup>TH</sup> FEBRUARY – 10<sup>TH</sup> MARCH 2022

## PSHE / PERSONAL LEARNING GOALS

### Healthy Me

Taking personal responsibility  
How substances affect the body  
Exploitation, including 'county lines' and gang culture  
Emotional and mental health  
Managing stress

## TRIPS

n/a

## EXIT POINT

The children could create a show, charting the history of myths and legends from past civilisations to the present day. They can use their research from the history and international tasks to share myths and legends from across the world, explain their origins and link them to any major historical events.

Alternatively, they could perform their show around 'themes' which appear throughout history in different myths and fables. The children could pit ancient characters against modern day superheroes, comparing their strengths and special powers. Or, they could also hold a 'Myths and Legends' catwalk, and give characters from historical stories a modern day makeover into comic book superheroes.