



Year 6 Medium Term Curriculum Map – Term 3.1 2023-2024



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

Statistics

- Interpreting and constructing pie charts and line graphs and using these to solve problems.
- Calculating and interpreting the mean.

Geometry – Properties of Shapes

- Drawing 2D shapes using given dimensions and angles.
- Recognising describing and building simple 3-D shapes, including making nets.
- Comparing geometric shapes based on their properties and sizes and finding unknown angles in any triangles, quadrilaterals and regular polygons.
- Illustrating and naming parts of circles, including radius, diameter and circumference.

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

Wonder Novel Poetry and Persuasive Text

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.

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 MIA Park 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.



Year 6 Medium Term Curriculum Map – Term 3.2 2023-2024



ENTRY POINT

The children bring in ingredients to make snack for their peers in school.

MATHEMATICS

Geometry – Properties of Shapes

- Drawing 2D shapes using given dimensions and angles.
- Recognising describing and building simple 3-D shapes, including making nets.
- Comparing geometric shapes based on their properties and sizes and finding unknown angles in any triangles, quadrilaterals and regular polygons.
- Illustrating and naming parts of circles, including radius, diameter and circumference.

Geometry- Position and Direction

- Describing positions on the full coordinate grid (all 4 quadrants).
- Drawing and translating simple shapes on the coordinate plane and reflecting them in the axes.

IPC

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.

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.

Technology

- Responding to identified needs, wants and opportunities with informed designs and products.
- Gathering and using information to suggest solutions to problems.
- Devising and using step-by-step plans.
- Working with a variety of tools and materials with some accuracy.
- Testing and evaluating their own work and improving on it.

ENGLISH

Spoken Language

- Articulating and justifying answers, arguments and opinions.
- Considering and evaluating different viewpoints, attending to and building on the contributions of others.

Reading and Comprehension

- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Explaining 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

- Identifying the audience for and purpose of the writing.
- Selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Evaluate and edit by assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Proof-read for spelling and punctuation errors.

Writing: Vocabulary, Grammar and Punctuation

- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.

BAKE IT! 3 weeks

PSHE / PERSONAL LEARNING GOALS

Changing Me and Transition

Changing Me

- Investigating and understanding the importance of a positive self-esteem and what I can do to develop it

Transition

- Exploring what I am looking forward to and what worries me about the transition to secondary school

TRIPS

N/A

EXIT POINT

The children will make snacks for their buddies in school.