
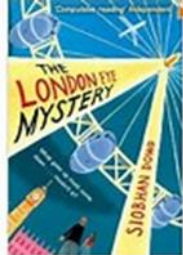
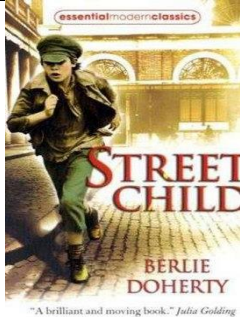
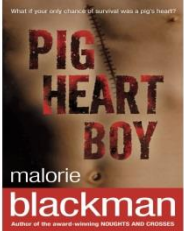

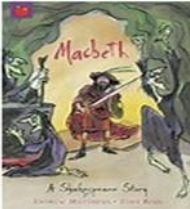


Avanti House Primary School

Curriculum Map 2019-2020

Year 6 Themes	Autumn Term Wars- Then and Now	Obstacles and goals	Spring Term- Our voices	Going for gold!	Summer Term- Moving on/Being entrepreneurs	We are performers. Lights camera Action!
Learning to learn skills and attitudes	Independence cooperation Questioning Resilience Creativity imagination					
Real life experiences	<p>Guess who – an empty box – items to be put in. (science) properties of materials – place materials for children to investigate. (Writing) building on 5 senses for description. (reading) inferring skills.</p> <p>Cookery room – instructional writing</p> <p><u>Local artists</u> - to support the teaching in Art/D.T. skills.</p> <p>Yoga room – Performing while listening to highwayman poem to understand complex vocabulary, set up WW1 prompts and children have a guess as to what it may be/ what it was used for.</p> <p><u>Sensory Garden/Playground</u> - to build on descriptions (writing) exploring perimeter and area (maths), shadows (light), How the environment helped evolution (adaptation)</p>					
Avanti Values/British Values	Empathy Democracy	Self discipline Rule of law	Respect Individual Liberty	Integrity Mutual Respect	Courage Tolerance of faith	Gratitude Tolerance
Enrichment links ,class specific	<ul style="list-style-type: none"> Debates Reference to reading books Opportunities to dive deeper into current issues around the world Evolution and Palaeontologist – Fossils(Dr Helen) 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Police talk – E- Safety 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Drama NSPCC – childline 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Drama Explore local community London TFL 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Debates 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Theatre (Macbeth)
World Festivals/days	Black History Month, Harvest, Diwali Christmas Celebration		Shakespeare week during March (14-20) Chinese New Year World Book Day March 11-20- National Science Week Water Action Month-Walking for water-March 2016		Walk for freedom-25th June (Reach Trust) Young enterprise fiver challenge- http://www.fiverchallenge.org.uk/	
Educational Visits including in house workshops	RAF museum to complete the WW1 artefacts workshop. http://www.iwm.org.uk/history/learning-resources Tfl London –to educate children about safe use of public transport. Palaeoquest Workshop (Evolution and Inheritance) By Dr. Helen Speaker: The Big Issue		The London Zoo-Animals in cages Spring 2		residential Shakespeare production. Year 6 End of Term production	
Core Texts						

English

SPAG
 grammar for years 5 and 6 in Appendix 2
 modal verbs or adverbs
 using a colon to introduce a list, using semicolons.
 Using adverbs, adverbial phrases and fronted adverbials
 Understanding prepositions
Spelling:
 Topic vocabulary
 prefixes and suffixes
 words with 'silent' letters
 distinguish between homophones and other words which are often confused

Fiction
 Fiction: Describing settings and characters
 Diary entry, Informal Letters
 Non-Fiction: Non-Chronological reports, Vocabulary, Spelling, Grammar, Guided Reading and Comprehension

Poetry
 Study the poem –Exposure – written by **Wilfred Owen**.
 In history, write world war 1 poems.
 Poems with imagery

Non Fiction
 Research information text about A topic of your choice in history.

GUIDED READING
 Empathy
 comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting

Activities:
 Comprehension questions

SPAG
 grammatical terminology
 passive verbs
 perfect form of verbs to mark relationships of time and cause
 expanded noun phrases, relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 commas to clarify meaning or avoid ambiguity in writing
 formal speech writing, including subjunctive forms
Spelling:
 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
 use dictionaries to check the spelling and meaning of words
 use a thesaurus

Non-Fiction
 Write a biography about A FAMOUS Scientist
 Children to write their autobiography
 Write a persuasive text about whether or not Michael should have sailed around the world with his family.

Explanation text
Fiction:
Poetry
 Drama:
 Snap chat process-photo of scenes /role play and caption.

GUIDED READING
 Empathy
 comprehension/summarising/ vocabulary

SPAG
 using hyphens. .using brackets, dashes or commas to indicate parenthesis
 using semicolons, colons or dashes to mark boundaries between independent clauses
 punctuating bullet points consistently
Non-Fiction:
 Write an information text about electricity.
 Write an explanation text about how electricity is produced or used around the world and the impact this has on the environment.
 Write an explanation text about how the Ancient Greeks have influenced our lives today.

Fiction:
 Narrative Writing:
NonFiction:
Formal Letter Writing:
 Write letters of Complaint to --- to express our dissatisfaction with the way in which animals are hunted from the point of view of the animals. Have the opportunity to send these letters to the head teacher.
 Discussion: Write a balanced discussion: Should animals be kept in captivity.

Guided Reading
Reading Comprehension: children will study a variety of genres with the purpose of answering questions on them. Questions include retrieval, deduction and inference. comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting

REVISION - SATs preparation
Revision
 SPAG
 READING TEST
 Use of internet to revise past SATs papers and online quiz and games in preparation for SATs (Computing)
 Use of CGP papers

GUIDED READING
 Comprehension questions – past
 comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting

A range of writing which will include fiction, non-fiction and poetry.
 Classic Poetry
 Biography - Nicholas Roerich (Art)

GUIDED READING
 Comprehension questions – past
 comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting

Writing Play scripts and a profile for our year book.
 Narrative: Short Story
 Classic Text: Macbeth
 Playscripts and Narrative
 Explanation Texts
 Mountains (Geography)
 Newspaper report
 Diaries – Residential trip
 Building tension and suspense

GUIDED READING
 Debating
 End of year performance
 Speaking skills
 Writing playscript
 Stage direction

		building/ retrieval/ inferring/ predicting				
Maths	<p>Number & Place Value Addition, Subtraction, Multiplication & Division in calculations Negative Numbers. Decimals Measurement: Length, Area, Perimeter, formula for area, Statistics: charts, pictograms, Carroll diagrams, Venn diagrams, tally charts, pie charts, line graphs, mean, Examine the online Battle of Britain database. Focus: data of evacuated children, length of stay, ages and their schools. http://www.cees.org.uk/stibbington_evacuees_1940s.htm Geometry: 2D and 3D shapes</p>	<p>Fractions (decimals & percentages) Ratio & Proportion Crosscurricular Maths and History(database) Geometry and statistics properties 2D 3D, nets, shape,</p>	<p>Position and direction, Coordinates Measurement: Capacity, Mass, Volume temperature, and time Measures shadows across the day.</p>	<p>Revision: Problem Solving using the four operations Investigations</p>		<p>Enquiry based mathematical project (science and DT) Investigations Consolidation</p>
Science	<p>Evolution How have living things changed overtime? What are fossils? How do offspring vary from their parents? How do animals and plants adapt to suit their environment? Scientific Inquiry Can we <i>plan different types of scientific enquiries, take measurements, record data and results, using test results to make predictions, use simple models to describe scientific ideas?</i> <i>Can we report and present findings from enquiries, identify scientific evidence that has been used to support or refute ideas or arguments?</i> Light (How we see things?) How does light travel? How are objects seen? Why do shadows have the same shape as the objects that cast them?</p>		<p>Animals including humans Can we identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can we recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function? Can we describe the ways in which nutrients and water are transported within animals, including humans? Big Question: What is healthy living? How does healthy living impact on the human body? 5 minute exercise Electricity How can we alter the brightness of a bulb? Can we compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches? Can we use symbols when representing a simple circuit in a diagram? Explanation texts; children explain how the circulatory system works</p>		<p>Living Things and their habitats Can we describe how living things are classified into broad groups? Can we give reasons for classifying plants and animals based on specific characteristics?</p>	
PSHE	<p>What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to</p>	<p>How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and</p>	<p>How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how</p>	<p>How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting</p>	<p>What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving</p>	

	<p>protect their bodies (including forced marriage); confidentiality and when to break a confidence .</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why and how laws are rules and laws are made • how to take part in making and changing rules • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • about the right they have to protect their body • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others • that female genital mutilation (FGM) is physical abuse and is illegal 	<p>safety; the law and drugs; who is responsible for their health and wellbeing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a ‘balanced lifestyle’ • which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others • about who is responsible for their health and wellbeing • where to get help advice and support 	<p>resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • how finance plays an important part in people’s lives • about being a critical consumer: • about what is meant by ‘interest’, ‘loan’, ‘debt’ • about the importance of looking after money, including managing loans and debts • that people pay ‘tax’ to contribute to society • how resources are allocated and the effect this has on individuals, communities and the environment • to research, discuss and debate to discuss and debate issues concerning health and wellbeing 	<p>unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • how anti-social behaviours can affect wellbeing • how to handle, challenge or respond to anti-social or aggressive behaviours • how actions can affect ourselves and others 	<p>relationships (including marriage, civil partnership); human reproduction .</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree • to learn about human reproduction <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree • to learn about human reproduction
History	<p>Extended chronological study- significant turning point in British history-the Battle of Britain</p> <p>Local Area study: Impact of WW2 on London</p> <p>WRITING OPPORTUNITIES</p> <p>Poetry Study the poem –Exposure – written by Wilfred Owen. In history, write world war 1 poems. Poems with imagery</p>		<p>Current Wars and their Impact –Syrian War / Japanese soldiers in the pacific isles./ download newspaper resources-using secondary resources.</p> <p>Map work on wars around the world(consider extremism-key groups) How the war began? How they affect ordinary people?</p> <p>Refugees, Migration and the refugee camps</p> <p>Syrian Activists- http://www.iamsyria.org/syria-for-educators.html</p> <p>Humanitarianism and the red cross Consequences and aftermath of wars. WRITING OPPORTUNITIES</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Extended writing Non- chronological writing – Ancient Greeks(English)</p> <p>POST SATS PROJECT</p>
Geography	History focus	<p>Extreme Earth identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and</p>	History focus	<p>Our Mountain Environment Geographical skills and fieldwork- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p>	

		<p>night) describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Extreme Climates, Water Distribution, Weather Phenomena, Earthquakes, Tsunamis, Volcanoes</p> <p>Extended writing(English)</p>		<p>characteristics, countries, and major cities describe and understand key aspects of physical geography,</p> <p>Major mountains, Mountain investigation, Mountain climates, holiday time, Impact of tourism.</p> <p>Extended piece of writing about mountain – non-chronological</p>	
Art	Propaganda Art-You Country Needs you!		<p>Art: Extreme Earth - Japanese designs-Hokusai(artist)</p> <p>Sketch designs.</p> <p>Make models.</p> <p>Pottery/ Ancient Greek architecture</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	Art: Nicholas Roerich	
DT	Study the work of Henry Moore-Great Tube Shelter and create a Guernica of the Syrian War using various mediums.		DT: Waterproof containers and Info. Boxes.		
Computing	<p>Using power point</p> <p>Using the internet to carry our research.</p> <p>Project work linked to science</p> <p>Design/write and debug a programme-Scratch</p>		<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <p>Digital media</p>	
Music & Performing Arts	<p>Beatbox+Rap / Ukulele and recorder skills recap</p> <p>Recap instrumental skills on recorder and ukulele</p> <p>Beatbox – skills, composing a groove, grid notation</p> <p>Rap - group composition (based on class topic?) Form and structure</p> <p>Rhythmic improvisation</p>		<p>Samba/singing</p> <p>Layering more complex syncopated rhythms</p> <p>Echo and call and response breaks</p> <p>Signals – visual and aural</p> <p>Brazilian song (incorporating instruments, recorders, ukuleles, percussion)</p>	<p>Class performance project</p> <p>Bringing together everything!</p> <p>Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.</p>	
PE/health and wellbeing.	<p>Physical Education</p> <p>Large Ball skills</p> <p>Dance</p> <p><u>Yoga & Meditation</u></p> <p>Children can choose mudra for meditation that is appropriate for present practise. Children should be now able to independently perform warmups and limbering.</p> <p>Surya Namaskar – each posture performed with accuracy and precision. Asanas: sarvangasna (shoulderstand), halasana (plough), Matsyasana (fish) postures performed well.</p> <p>Children will discuss how to apply to eight limbs of yoga to modern life</p>		<p>Physical Education</p> <p>Gymnastics</p> <p>Tag Rugby</p> <p><u>Yoga & Meditation</u></p> <p>Children can choose mudra for meditation that is appropriate for present practise. They are now able to lead prayers, warm-ups, limbering and some pranayama. Children should now be able to choose some asanas (postures) that cover the the ranges of spinal movements.</p> <p>Focussed/descriptive meditation .</p>	<p>Physical Education</p> <p>Basket ball</p> <p>Sports for transition</p> <p>Outdoor sports</p> <p><u>Yoga and Meditation</u></p> <p>Children can choose mudra for meditation that is appropriate for present practise.</p> <p>Children are able to perform asanas independently. They should now be able to perform a 20 minute yoga session including limbering, pranayama, asana and dharana (focussed meditation).</p>	
PRE	Know, understand and appreciate the importance of critical thinking, philosophical thinking and		Know, understand and appreciate the importance of critical thinking, philosophical	Know, understand and appreciate the importance of critical thinking,	



	personal insight (e.g. in their own lives). They will and talk partners.	thinking and personal insight (e.g. in their own lives). They will use a range of activities such as reading, debating and talk partners.	philosophical thinking and personal insight (e.g. in their own lives). They will use a range of activities such as reading, debating and talk partners.
Sanskrit	Prayer-Damodarastakam and Yada yada hi Learning the names of members of Krishna's family and writing short sentences. Making short sentences using Body Parts and Household items. Story-Yashoda cannot bind limitless Krishna and The Call of Krishna's flute. Learning Adjectives.	Questions and Answers as Classroom Expression. Habitat of Animals Small sentences using colours, clothing and Occupations. Verbs-What is Krishna doing? Story:Dashrath kills a boy by mistake. Rama wins Sita as his wife	People, places, things-I can differentiate "This and That" with 3 genders. I can write report of friend's interview on food. School, numbers. Continue Verbs. Story: The Cruel Kaikeyi demands her two Wishes. Tulsi Mantra Pradakshina Mantra I can make my own short sentences on Nature and Transport in Sanskrit The First Ending Story: Rama and Lakshmana kills demoness Tataka.

Key notes:

- Key skills, values and attitudes must be apparent throughout the curriculum. This must be reflected in the weekly planning.
- There will be 6 key themes which encompass the key text and sum up the curriculum with an engaging big question or phrase eg: 'Are we all equal?'
- Enrichment links are class specific, World Festival days are whole school and will be provided.
- British Values: Democracy, Rule of Law, Individual Liberty, Mutual respect and tolerance for those with different faiths.
- Educational Visits must be planned and confirmed in advance for the year ahead.
- PSHE will be planned together following the staff INSET as well as Music and PA.
- Arts planning information must be more specific and lined to English/Topic, please provide this information.
- History and Geography must be taught at least 3 units of each, however this can be at your discretion following discussions with SLT. There must be more enquiry based and developing key skills rather than the emphasis on fact finding.
- Computing/Sanskrit and PRE planning will be provided and agreed by the Computing Lead.
- Science, please see National Curriculum for guidance, there should be links with Mathematics such as collecting, analysing and presenting data.
- P.E, Health and Wellbeing will be provided and agreed by the PE Lead and Yoga Teacher.
-