



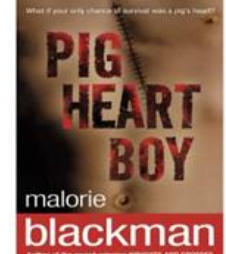
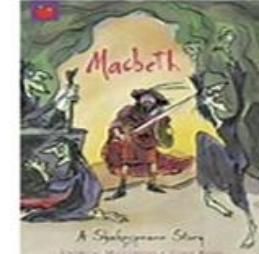


Avanti House Primary School

Curriculum Map 2020-2021

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| 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 | <ul style="list-style-type: none"> Genius Hour – Presenting skills on chosen topics linked to their curriculum subjects. CV – Confidence, Performance, courage and resourcefulness Performing Skills – drama activities/ role play, performing in poetry week and leavers performance. CV – teamwork, performance, confidence and courage Forest environment – using the forest for science lessons, recycling week, drama activities linked to a key text, PE (orienteeing Summer term). CV – Community awareness, service, resourcefulness and curiosity Playground and sensory garden – to be used for maths topics such as measure, for science experiements and history/geography skills. CV – Teamwork, curiosity, resourcefulness, critical thinking and reasoning | | | | | |
| 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 CV- Community awareness, respect and reflection | <ul style="list-style-type: none"> Black History Month Harvest Diwali Christmas Celebration | | <ul style="list-style-type: none"> 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 | | <ul style="list-style-type: none"> Walk for freedom-25th June (Reach Trust) Young enterprise fiver challenge- http://www.fiverchallenge.org.uk/ | |
| Educational Visits including in house workshops | <ul style="list-style-type: none"> Tfl London –to educate children about safe use of public transport. – Autumn 2 Police visit on E-Safety Autumn 2 | | <ul style="list-style-type: none"> Woburn Safari park-Animals Spring 1 (TBC) Finacial literacy workshop – spring 2 (TBC) | | <ul style="list-style-type: none"> Residential - Summer 1 (TBC) Police investigation and forensics workshop – Summer 2 Year 6 End of Term production – Summer 2 | |
| | ← CV- Community awareness, teamwork, respect and reflection → | | | | | |
| Core Texts |  THE BOY IN THE STRIPED PYJAMAS |  THE LONDON EYE MYSTERY |  KENSUKES KINGDOM |  THE EYE OF THE WOLF |  PIG HEART BOY |  MACBETH |
| English | SPAG: <ul style="list-style-type: none"> grammar for years 5 and 6 in Appendix 2 modal verbs or adverbs (Persuasive letter writing) | SPAG: <ul style="list-style-type: none"> Cohesion – for newspaper article writing Figurative language for poetry | SPAG: <ul style="list-style-type: none"> Cohesion – for newspaper article writing Figurative language for poetry Brackets and dashes for parenthesis | SPAG: <ul style="list-style-type: none"> Revision (SATs practise) | A range of writing which will include fiction, non-fiction and poetry. Classic Poetry Biography - Nicholas Roerich (Art) | Writing Play scripts and a profile for our year book. Narrative: Short Story Classic Text: Macbeth |

- Using adverbs, adverbial phrases and fronted adverbials (Character descriptions)
- Relative clauses
- Cohesion

SPELLING:

- Ambitious synonyms: Adjectives
- Homophones: Nouns ending in -ce/-cy and Verbs ending in -se/-sy
- Adjectives ending in -ant into nouns ending in -ance/ -ancy
- Adjectives ending in -ent into nouns ending in -ence/-ency
- Hyphens – joining prefix ending in a vowel to a root word beginning with vowel
- Hyphens – to join compound adjectives
- End of Autumn 1 – Review spellings.

WRITING (two week cycle):

- Character Description of Bruno**
P&A: To empathise and put ourselves in the shoes of someone else to reflect our understanding of them.
- Diary entry – playing Bruno or Gretel**
P&A: To describe a person's feelings and struggles and imagine what it would be like to live a life like theirs.
- Persuasive letter writing (linked to recycling week)**
P&A: To persuade Mrs Bellare to set up a composting team who use compost bins throughout the year, in order to recycle food waste.

GUIDED READING

Each week there will be a reading skill

focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

- Brackets and dashes for parenthesis
- Relative clauses
- Modal verbs
- Year 5/6 National Curriculum words
- Passive and Active voice

SPELLING:

- Words ending in -able
- Words ending in -ably
- Word families based on common words and how they relate in meaning
- Diminutives using prefixes – micro- or mini-
- End of Autumn 2 – Review spellings.

WRITING (two week cycle):

- Writing alternate chapters or beginnings/endings**
P&A: To write in the role of the author for the reading leisure of other pupils
- Newspaper Article**
P&A: To report on a missing child and write informatively about an event that has taken place. To inform.
- Poetry writing for Poetry week (Linked to WWII History from Aut 1)**
P&A: To entertain and empathise. Empathise with something that happened in the past and raise awareness of the struggles during that time. To perform with confidence in order to engage.

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- Vocabulary
- Retrieval
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- Explaining
- Summarising

- Relative clauses
- Modal verbs
- Year 5/6 National Curriculum words
- Passive and Active voice

SPELLING:

- Suffixes beginning with vowel letters to words ending in -fer
- Words with a long /e/ sound spelt 'ie' or 'ei' after c
- Word families based on common words, showing how words are related in form and meaning
- Statutory spelling challenge words
- End of Spring 1 – Review spellings.

WRITING (two week cycle):

- Writing a short story imagining to have woken up on an island stranded.**
P&A: To imagine what it would be like to be lost/ stranded. Writing for entertainment.
- For and Against balanced argument for sailing around the world**
P&A: To help a character make a decision on what they should do when faced with a dilemma.
- Instructional writing: write instructions on how to survive on an island**
P&A: To provide practical and realistic solutions to surviving on an island. Writing to inform.

GUIDED READING

Each week there will be a reading skill focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

5 Carousel activities:

- Working with LSA:** Vocab work
- Working with CT:** Focussing on skill of the week.
- Independent Comprehension** – based on the comprehension explored with LSA and CT

SPELLING:

- Revision (SATs practise)

WRITING (two week cycle):

- Writing a short story imagining to have woken up on an island stranded.**
P&A: To imagine what it would be like to be lost/ stranded. Writing for entertainment.
- For and Against balanced argument for sailing around the world**
P&A: To help a character make a decision on what they should do when faced with a dilemma.
- Instructional writing: write instructions on how to survive on an island**
P&A: To provide practical and realistic solutions to surviving on an island. Writing to inform.

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- Non Fiction Activity** – short activities which follow after reading a non fiction text (linked to other subject areas)
- SPaG practise**

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Playscripts and Narrative

Explanation Texts
Mountains (Geography)

Newspaper report

Diaries – Residential trip
Building tension and suspense

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| <p>Maths</p> | <p>Number & Place Value</p> <ul style="list-style-type: none"> • Addition, Subtraction, Multiplication & Division in calculations • Negative Numbers. • Decimals | <p>Fractions, Decimals & Percentages Ratio & Proportion Geometry and statistics</p> <ul style="list-style-type: none"> • properties 2D 3D, nets, shape. | <p>Measurement:</p> <ul style="list-style-type: none"> • Length, Area, Perimeter, formula for area, <p>Measurement:</p> <ul style="list-style-type: none"> • Capacity, Mass, Volume temperature, and time <p>Position and direction,</p> <ul style="list-style-type: none"> • Coordinates | <p>Statistics:</p> <ul style="list-style-type: none"> • Charts • Pictograms • Carol diagrams, Venn diagrams, tally charts, pie charts, line graphs, mean. | <p>Revision:</p> <ul style="list-style-type: none"> • Problem solving and reasoning. • 3 mark questions • Consolidating arithmetic skills. • Timed practise. | <p>POST SATS PROJECT:</p> <p>Enquiry based mathematical project (STEM PROJECT)</p> |
| <p>Science</p> | <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?</p> <p>Scientific enquiry skills:</p> <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations | <p>Continuation of Evolution and Inheritance 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>Scientific enquiry skills:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Identifying scientific evidence that has been used to support or refute ideas or arguments. | <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</p> <p>Scientific enquiry skills:</p> <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms | <p>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>Scientific enquiry skills:</p> <ul style="list-style-type: none"> • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, | <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> <p>Scientific enquiry skills:</p> <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations | <p>STEM PROJECT (Maths/ Science)</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |

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| | | | such as displays and other presentations | scatter graphs, bar and line graphs <ul style="list-style-type: none"> Using test results to make predictions to set up further comparative and fair tests | | <ul style="list-style-type: none"> Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments |
| PSHE | Theme: relationships | | Theme: Living in the wider world | | Theme: Health and Wellbeing | |
| | <ul style="list-style-type: none"> Safe relationships: Recognising and managing pressure; consent in different situations Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage <p>Character formation: kindness What would a kind school look like?</p> <p>Courtesy and honesty: The knightly virtues</p> | <ul style="list-style-type: none"> Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues <p>Character formation: caring Caring for our world, who owns the sky? Sustainability</p> <p>Forgiveness: solving conflicts fairly, problem solving, solution focussed approach</p> <p>Patience: let me teach you</p> <p>Respect: human rights</p> | <ul style="list-style-type: none"> Belonging to a community Valuing diversity; challenging discrimination and stereotypes <p>Character formation: helpfulness Who would you help?</p> <p>Cooperation: coaching younger children, hula-hoop session</p> <p>Gratitude: reflecting on gratitude</p> | <ul style="list-style-type: none"> Money and work: Influences and attitudes to money; money and financial risks <p>Character formation: Cleanliness Clean up your act, spring clean for your mind</p> <p>Determination: Soldiering on, achieving your potential</p> | <ul style="list-style-type: none"> Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Growing and changing Human reproduction and birth; increasing independence; managing transition Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media <p>Character formation: self-discipline E-Safety, cyber bullying, being SMART online</p> | |
| History | <u>WWII</u> <ul style="list-style-type: none"> Countries involved in WWII – map skills Evacuation – Role play skills Food rationing – Children given limited supply of ingredients and need to learn to make a meal to feed the whole class. Women in war – Role play/ Debating skills Holocaust – Researching skills (working independently or in small groups to feedback to class) | <u>Geography Focus</u> | <u>Kingdom of Benin</u> <ul style="list-style-type: none"> Children will learn about where the ancient Kingdom of Benin was located – map skills Researching what they believe in and famous artwork – produce an art portfolio on this. Researching on western attitudes towards African civilisations, oral tales and artefacts of ancient Benin – short story writing and summarising (ENG link) The children will also learn about the story of Eweka – role play | <u>Geography Focus</u> | <u>Ancient Greece</u> <ul style="list-style-type: none"> Ancient Greek people; when they lived and where; how they were able to establish their empire. – Research skills Compare and contrast the modern day Olympics with the Ancient Greek events - mathematical skills to present findings as a Venn diagram. Order events from the Battle of Marathon - write in role to present the events from a specific viewpoint. | <u>Geography Focus</u> |

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| | | | | | <ul style="list-style-type: none"> Learn about Ancient Greek religion - research information and write their own Greek myth as a storyboard. Performing when complete | |
| 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 night) Describe and understand key aspects of physical geography. 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> | 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 characteristics, countries, and major cities describe and understand key aspects of physical geography, Major mountains, Mountain investigation, Mountain climates, holiday time, Impact of tourism.</p> | History Focus | POST SATS PROJECT |
| Art | <p>Propaganda Art Your Country Needs you! Creating propaganda posters based on research of them.</p> | <p>ART: Extreme Earth – Japanese Art Artist: Hokusai Writing opportunity: Two page spread on Hokusai (biography writing) P&A: To inform other students about who Hokusai is and why his work was so significant.</p> | | <p>ART: Mountains Artist: Nicholas Roerich Writing opportunity: Two page spread on Roerich (biography writing) P&A: To inform other students about who Roerich is and why his work was so significant.</p> | <p>Research and design for pottery. Ancient Greece Writing opportunity: Non chronological report on ancient Greek poetry from research on the construction and design of them. Children will look at patterns and designs and create a design for when they carve their own in summer 2.</p> | |
| DT | <p>Study the work of Henry Moore Great Tube Shelter and create a Guernica of the Syrian War using various mediums.</p> | | <p>Boat/ Bridge making To aid lessons where we act out the journey based on our key text 'Kensuke's Kingdom'. Children will work with newspapers to investigate how to make a strong bridge (science enquiry link: creating a fair test).</p> | | | <p>Pottery with clay. Ancient Greece. Children will learn how to carve their own pottery working with clay.</p> |
| Computing | <p>E-Safety These lessons explore the key aspects of e-safety including how and why we communicate, methods of communication, sharing information using new technologies, trusting online information, keeping personal information private and cyber bullying.</p> | <p>Programming This unit of work returns to the visual programming language Scratch. Using the context of games development the children explore computational creation by designing games and explore the concepts of conditionals and data, iteration and incremental development and systematic testing.</p> | <p>Algorithms This unit reinforces the concept of algorithms being a set of instructions that can be followed to complete a task. The unit extends iProgram where algorithms are used to write computer programs.</p> | <p>Networks This unit explores how computer networks connect people in ways that allow them to work together and share information and resources. It includes investigating how the internet and internet search engines work by engaging the children in physical activities that model the connections and processes involved as well as by using networks to create webpages.</p> | <p>Apps This unit extends the children's programming skills by introducing them to mobile app development using MIT's App Inventor: a blocks-based programming language. It sets computing science learning in a context that is meaningful to the children's digital lives. The children will learn the value and various uses of apps in modern culture and develop their own.</p> | |
| Music & Performing Arts | <p>Beatbox/ Rap & Carnatic Music Classes will take turns during Autumn term to learn both of the above.</p> | | <p>Samba/singing Layering more complex syncopated rhythms Echo and call and response breaks Signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion)</p> | | <p>Class performance project Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.</p> | |

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| <p>PE/health and wellbeing.</p> | <p>Dance Children will focus on using different visual images and music as the starting point for composing, performing and watching dances in a range of styles. They will work in partners and small groups and will think about how to use movement to explore ideas and issues, feelings and thoughts. Character Virtues: Moral: Empathy of dance from different historical and cultural origins Civic: Volunteering – to perform and share Performance: Teamwork: Working together in pairs or small groups effectively. Yoga & Meditation Children can choose mudra for meditation that is appropriate for present practise. Children should be now able to independently perform warmups and limbering. Surya Namaskar – each posture performed with accuracy and precision. Asanas: sarvangasna (shoulderstand), halasana (plough), Matsyasana (fish) postures performed well.</p> | <p>Athletics In this unit children develop their technical understanding of running, jumping and throwing techniques. They also focus on improving speed, height and distance. Children develop an awareness about fitness and technique in throwing. Children will continue with the skills they have learnt during Aut2. They will explore run-up and take off techniques, revisit height/distance to achieve improved performances. Children should be running further in sprint and relay. Intellectual: Autonomy in working independently to improve techniques. Performance: Perverserance in trying to improve performace.</p> | <p>Gymnastics Children will use their knowledge of composing sequences to develop performances that meet requirements and demonstrate increased quality and complexity. Their performances will include what they have learnt about variations in speed, level and direction with the aim of showing as much control and precision. Intellectual: Reflecting – using prior knowledge of composing sequences Moral: Courage – To perform physical skills without fear Civic: Service – to volunteer in setting up apparatus so that it is safe for all Yoga & Meditation 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) thatcover the the ranges of spinal movements. Focussed/descriptive meditation .</p> | <p>Invasion games In this unit children will develop and improve on their defending, attacking and team playing skills. In all games the children should think about using their skills, strategies and tactics to outwit their opposition and enter their opponent’s territory. Performance: Teamwork: Working together as a team. Intellectual: Critical thinking and judgement – to decide on appropriate strategies and tactics</p> | <p>Net/Wall games Children will learn tactics and skills for games based on short tennis whilst also developing their range and quality of racket skills. They will learn to think strategically about competing with their opponent, learning how to send the ball into target areas/other side of the court Intellectual: Critical thinking and judgement – to decide on appropriate strategies and tactics Performance: Teamwork: Working together in pairs or small groups effectively. Yoga and Meditation Children can choose mudra for meditation that is appropriate for present practise. 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> | <p>Outdoor and adventurous activities Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. There is an emphasis on building trust and working as a team. Intellectual: Reasoning and problem solving – to uncover clues Moral: Integrity – building trust within each other to complete a course Performance: Teamwork: Working together in pairs or small groups effectively.</p> |
| <p>PRE</p> | <p>Know, understand and appreciate the importance of critical thinking, 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.</p> | | <p>Know, understand and appreciate the importance of critical thinking, 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.</p> | | <p>Know, understand and appreciate the importance of critical thinking, 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.</p> | |
| <p>Sanskrit</p> | <p>Prayer-Damodarashtakam 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.</p> | | <p>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</p> | | <p>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 Lakshamana kills demoness Tataka.</p> | |