Curriculum coverage 2019/20

	Redcastle Family School					
Year Group 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main theme /topic	**WW2**		**Russia**		**Explorers Ice Trap!**	
English key texts 3 to 4 weeks each Unit Other texts Letters from the Lighthouse by Emma Carroll *Boy in the striped Pyjamas by John Boyne	Once by Maurice Gleitzman Goodnight Mister Tom -		Russian Fairy Tales - Firebird Cf Skellig -David Almond Anastasia (abridged) Baboushka The Last Grand Duchess (Royal Diaries)	The Wolf Wilder - Katherine Rundell	**Shackleton's Incredible Journey** Meredith Hooper and M.P.Robertson **The Polar bear Son : an Inuit Tale -** Lydia Dabcovich **The Polar Bear's Explorers Club-Alex Bell Shackleton's Journey -William Grill Activity book - Shackleton-William Grill**	**Race to the Frozen North -The Matthew Henson story -Catherine Johnson and Katie Hickey**
Poetry 1 to 2 weeks each unit LITERARY TERMS	http://www.keystage2literacy.co.uk/world-war-poetry.html			**A Russian Winter The Birch-Tree** by Sergei Yesenin 1913 **The Forest is Entranced** by Fyodor Tyutchev **Winter Road** by		

				Alexander Pushkin Imagery/ poetic features		
Suggested outcome				**Performance to parents/carers**		
Grammar Word Groups	SPAG (Spelling, Punctuation and Grammar)- in Literacy and separate SPAG lessons Spelling Rules: adding prefixes to words and learning how this affects meaning, silent letters and homophones. Children will also continue to learn the words on the Year 6 spelling list in preparation for their SATs. Vocabulary, punctuation and grammar – Children will continue to use the terminology learn previously as well as developing their knowledge of word classes by learning the different types of pronouns, verbs and adverbs. In addition, children will develop their knowledge of different tenses and how to use these correctly.			use formal language appropriately including subjunctive voice, use of I and me (e.g. my sister and I were poor, My mother cared for my brothers and me) full range of sentences types used including those with subordinate clauses, positioned and punctuated effectively use of adverbials to improve cohesion and indicate chronology use of brackets for parenthesis demarcation of clauses using commas, semi-colons, dashes maintained voice and tense across the piece of writing		

Writing **Non-Fiction writing linked to Topic/Hist/Geog/ Science**	Fiction: Through the shared texts, Once by Maurice Gleitzman and 'Goodnight Mister Tom' children will investigate various narrative techniques and apply these to their own writing. Text types will include narrative writing about setting, instructional letters, diary entries and character descriptions. Non-fiction: In Humanities children will write non-fiction texts based on information they have learnt about WW2. Text types will include: instructions, explanations and persuasive letters Play script (Sci-Pupppet Theatre)	Biography/ Autobiography Diary	**Recount**	**Adventure Story Letter** Persuasive leaflet (Sci-Drugs) **Explanation (Sci-** circulatory system)	**News Report**
Maths **All White Rose taught by 2nd Term** **3ʳᵈ Term to consolidate**	**c/c Ration Books, allowances, Dates- Timelines-Distances travelled by troops children (evacuated), time- 24hr clock** Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Fractions Geometry: Position and Direction Consolidation	Number: Decimals Number: Percentages Number: Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio	Geometry: Properties of Shapes Problem Solving	c/c **time- 24hr clock Distance- Rations- Data (Temp), counting through 0,** Statistics Investigations Consolidation
Science Rising Stars	**Light** Pupils extend their understanding of how light	**Electricity** Pupils investigate how the flow of electricity is changes by	**Revision**	**Animals** **Evolution** **Living Things and Habitats**	

	behaves, investigating shadows and reflectivity. They may build a shadow puppet theatre, using their knowledge of shadows to create special effects and ad drama to their performances. They learn about the eye and how we see and make a pinhole camera to explore how the light focuses on the retina. How We See Reflecting Light Refraction Spectacular Spectrum Seeing Colours Shadow Theatre	using different components and different wires in a circuit. They draw and interpret circuit diagrams and begin to study circuits that make more than one loop. They build games such as a steady hand game, an electric quiz or an operation-style game. Exciting Electricity Electrical Appliances Electrical Circuits Conductors and Insulators Splendid Switches Investigating Switches		Drawing a giant circulatory system in the playground helps pupils learn about the circulatory system, and squeezing water out of an old, split tennis ball gives them an idea of how the heart pumps blood. They make model lungs to explore breathing and find out about the way that exercise affects heart and breathing rates. The Circulatory System: Parts The Circulatory System: Functions Transporting Water and Nutrients Healthy Lifestyle Exercise Investigation Impact of Drugs and Alcohol	
History	**WW2** **How WWII started** **Order of events**	**WW2**			**Scott and Shackleton** **Study of an aspect of 1066 and beyond**	**Darwin**

Geography Digimaps resource to be provided (ICT link) Geographical Association membership to be obtained to purchase Schemes	Use map reading skills to locate countries involved movement of troops/fighting. Consider landscape using aerial photos.	Locating Main cities of Britain- features of (differences between): City, Town, village, countryside, rural etc.	**Tectonic plates** **Earthquakes and Tsunamis (geographical Association site-free)** **The Cold Book/Hot Book(World of discovery -Mike Goldsmith &Miranda Smith**	**Natural Energy, Food ,Minerals and water** **Russia**	Frozen Oceans (Geographical Association -free) On the Origin of Species (Charles Darwin) -Young Readers Edition by Rebecca Stetoff Arctic and Antarctic Eyewitness DK	
RE	Judaism	Judaism Moses -Ten commandments Torah	Post WW2 Martin Luther King Christian Aid	What was Jesus like and where he grew up	------------------------	Creation story
IT **Rising Stars** E-Safety (Runs throughout the year)	**Digital Lit/Research/ We are App Planners**: Planning the creation of a mobile app, identifying problems and evaluating competing products.	**We are Project Managers:** Developing project management skills by identifying component tasks and developing a timeline to track progress.	**We are Interface designers:** Design app interface and use wire framing tools to create a design prototype of their app.	**We are Market Researchers**: Analyse data from surveys and present research findings	**We are App Developers:** Program, debug and refine the code for their app.	We are Marketers: Consider key marketing messages and identifying a USP for their app.
	Children will develop the following key skills across the year: ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;					

	- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information				
Art/DT	**Q: What did they ever do for us?** **Remembrance day /war art** Paul Nash in Pastels Or grey sketches with red poppies	**Moving Vehicles** *Mechanical systems – pulleys or gears*	**Q: Who lives in a house like that? ART/DT-** Paintings -Kadinkski (1866 – 1944) abstract art, Hermitage Art Museum – Winters Palace- Royal (Digital) Portraits comparison to Britain's Royal Family – Buckingham palace. (Structures & Buildings)	**Faberge** - Peter Carl Fabergé (cc.Easter) *(textiles)*	**Q: I'm a Year 6…How can I get out of here?** **Legacy Project:** (structures/Photography /mosaics/pottery Sewing) **Andy Goldsworthy-**
MFL **French**	**Pupils will be taught to**: ♣listen attentively to spoken language and show understanding by joining in and responding ♣engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ♣speak in sentences, using familiar vocabulary, phrases and basic language structures ♣broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣describe people, places, things and actions orally* and in writing				
Suggested visits/other texts	Duxford Air Museum WW2		London		Cambridge Museums – Scott Polar Institute	

					Darwin Museum	