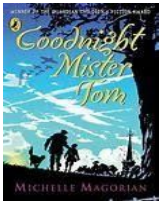
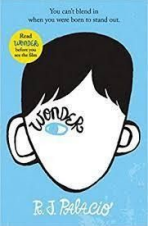
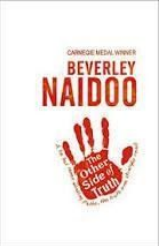
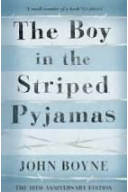




# Rushey Green Primary School - Curriculum Map – Year 6 2019 – 2020



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	6 ½ weeks	7 ½ weeks	5 ½ weeks	6 weeks	6 weeks	7 weeks
<b>Events</b>	<b>Black History:</b>	<b>Anti-Bullying</b> <b>Christmas</b>	<b>Safer Internet Day</b>	<b>World Book Day</b> <b>International Women’s Day</b> <b>Science Week</b>	<b>St. George’s Day</b>	<b>Sports Day</b>
<b>Education al Visits</b>	<b>Randolph Matthews -Walter Tull in B Major (WW2 Black Soldier storytelling/Jazz)</b>	<b>Greenwich Picturehouse- Anti-Bullying Week</b>		<b>Junior Citizens</b> <b>Mosque Visit</b>	<b>Greenwich Park Chessington</b> <b>World Adventures</b> <b>Young Vic Theatre visit</b>	
<b>Core books</b>	<b>September Project: PSHE</b>  <b>Goodnight Mr Tom</b>  <b>Black History:</b> WW2 Unsung Heroes- <b>Poetry:</b> <b>Benjamin Zephaniah</b>	<b>Wonder</b> 	<b>Other Side of Truth</b>  <b>Poetry:</b> <b>Dreadful Menace</b> <b>Anonymous</b>	<b>Boy in the Striped Pyjamas</b>   <b>Alma-Literacy Shed</b>	<b>The Arrival</b>   <b>Poetry:</b> <b>Selected Poems for Children</b> <b>By Charles Causley</b> Ballads	<b>Varmints</b>   <b>Wolf Brother by Michelle Paver</b>
<b>Reading for Pleasure Text</b>	<b>Cogheart</b>	<b>Face - Benjamin Zephaniah</b> Cloud Bursting Mallorie Blackman	<b>Stormbreaker-</b> Children to be given their own book.. Chn to read selected pages/chapters as directed by CT to discuss in class. (Book Club) Hidden Figures- Margot Lee Shetterley		<b>Noughts and Crosses - Mallorie Blackman</b>	<b>Northern Lights - Phillip Pullman</b>
<b>DR Texts</b>	Holes- Louis Sachar Why the whales came?- Michael Murpurgo Tom’s Midnight Garden – Phillipa Pearce		Reading comprehensions CGP, Rising Stars, Collins & PIXL Comparisons of 3 texts		Playscripts - preparation for summer term production	

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<p><b>English Non-Fiction Text Type</b></p>	<p><b>Diary entry</b> based on Tom's arrival in the country.  <b>Write a postcard reply</b>  <b>Write a set of instructions/rules</b> Tom has to follow in the house.  <b>Write a persuasive letter</b> from Tom to his mum, asking him to allow Peter to spend the rest of the summer with him.  <b>Biography</b> of Mrs Bartholomew's life, using the information near the end of the story.  <b>Newspaper report</b> about Walter Tull Unsung hero (WWII)  <b>Non-chronological</b> report on WWII  <b>Online</b> anti-bullying leaflet  <b>Poetry</b> linked to Benjamin Zephaniah</p>		<p><b>Poetry</b> based on the Dreadful Menace  <b>Suspense</b> story-Alma  <b>Informal letter</b> from Folarin to his mother giving reasons for sending his children to London   <b>Blog</b> based on evidence that Folarin has smuggled his children to London  <b>Police report</b> based on the incidents affecting Sade &amp; Femi   <b>Newspaper report based on an event</b></p>		<p><b>Write a conversation</b> based on an image  <b>Diary</b> entry based on an immigrants story  Write a <b>character description</b> of a varmint.   Retell the story from the point of view of one of the <b>varmints</b>.  <b>Write a newspaper report</b> about the arrival of the 'OTHERS'.  <b>Rewrite pieces</b> of writing for moderation evidence.</p>	
<p><b>Maths</b></p>	<p>Place value, the four operations, real-life maths (reasoning), negative numbers</p>	<p>Fractions (multiplication, division), FDP, real-life maths (reasoning)</p>	<p>Data handling, Shape and Space, Measures, REVISION</p>	<p>Ratio and proportion, probability, REVISION</p>	<p>Number, Shape and Space, Data Handling, problem solving</p>	<p>Number, Shape and Space, Data Handling, problem solving</p>
<p><b>Science</b></p>	<p><b>Animals including Humans</b></p>	<p><b>Evolution &amp; Inheritance</b></p>	<p><b>Electricity</b></p>	<p><b>Revision</b></p>	<p><b>Light</b></p>	<p><b>Living Things &amp; Their habitats</b></p>
<p><b>Computing</b></p>		<p><b>Coding</b></p>	<p><b>E-safety</b> To safely collaborate with others online.</p>	<p><b>Computer Design</b></p>	<p><b>Creating Media</b></p>	<p><b>Data and Spreadsheets</b></p>
<p><b>History</b></p>	<p><b>World War 2</b></p>			<p><b>The Cold War</b> – Super Powers and the Space Race</p>		<p><b>Conquests, Rights and Wrongs</b></p>
<p><b>Geography</b></p>		<p><b>Physical Features of the World</b></p>	<p><b>Similarities and Differences of Places Around the World</b></p>		<p><b>Fieldwork and The Tropics</b></p>	
<p><b>DT</b></p>	<p><b>Textiles</b></p>		<p><b>Electronics</b></p>		<p><b>Mechanisms and control -</b></p>	<p><b>Food Technology</b></p>

## Rushey Green Primary School - Curriculum Map – Year 6 2019 – 2020



<b>Art</b>		<b>Drawing</b> Still Life Drawing-Close Observation Light and Dark		<b>Painting</b> Hue, Tint, Tone, Shades and Mood Monet Exploring Patterns		<b>Form - Masks</b> Shape, Form, Model and Join Sculpt via Observation or Imagination
<b>Music</b>	Songs and dances from World War 2	How is music used in Buddhism?	Musical Notation: Consolidation of knowledge acquired through the key stage.	How does classical music represent death? Look at Mozart's Requiem and Haydn's 'Creation'.	Investigating the use of music within Judaism.	Year 6 musical production.
<b>RE</b>	<b>Buddhism 3:</b> Following the Buddha's teaching. Buddhist Temple visit.	<b>Judaism 3:</b> Abraham.	<b>Buddhism 4:</b> The Buddhist community worldwide.	<b>The Journey of Life and Death.</b> Mosque visit.	<b>Judaism 4:</b> Prayer and Worship of God.	<b>Understanding faith and beliefs in Lewisham:</b> A range of Visits/visitors.
<b>PE</b>	<b>Football</b>	<b>Tag Rugby</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics/Health Related Fitness</b>	<b>High 5 Netball</b>
<b>PSHE</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>MFL</b>	<b>Spanish</b>					