

Cleveland Road Primary School Curriculum Map – Year 6, Spring 2 and Summer 1, 2022

	Spring 2	Summer 1
TOPIC	<i>World War II – The Silver Sword</i>	
KEY TEXTS	The Silver Sword by Ian Serraillier After the War by Tom Palmer Boy in the Striped Pyjamas by John Boyne Biographies: Anne Frank, Winston Churchill and Adolf Hitler	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles</i> 2, 3, 6, 12, 13, 14, 15, 17, 19, 23, 30, 31	The Night of the Storm Troopers Whilst reading <i>The Silver Sword</i> the children will use drama to fuel their inspiration in order to write their own escape from German soldiers. This will be done from the perspective of one of the Balicki children in the story.	Ruth's Letter Writing as Ruth, the children will write a letter to her grandparents informing them of her circumstances and plans for the future. The letter will show how she has changed from her experiences of the war and give perspective of what it was like for a Polish child.
MATHS <i>CRC Articles</i> 28, 29, 30	The children will continue to develop their arithmetic, fluency and speed when working with the four different operations, this includes: word problems, fraction, decimals and percentages. As the term progresses, the children will continue to apply their knowledge to solve problems efficiently and reason their choices using mathematical language.	
SCIENCE <i>CRC Articles</i> 28, 29, 30	Light Children will build on previous knowledge, exploring the way that light behaves, including light sources, reflection and shadows. They will talk about what happens and make predictions, working scientifically by: designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works; and investigating the relationship between light sources, objects and shadows by using shadow puppets.	Electricity Children will be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. They will learn how to 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. Whilst learning this, they will develop the knowledge to recognise symbols when representing a simple circuit in a diagram.
COMPUTING <i>CRC Articles</i> 17, 28, 29	BBC Microbit Continuing on from the previous term, children will develop their coding skills from Autumn 1, to create an animated image using LED lights.	Communication The children will learn how to use <i>Pixlr</i>, a photo-editing programme similar to <i>Photoshop</i>. They will look at book covers, traditional and modern, and analyse how they entice readers. They will develop their digital art skills by using layers, filters and effects to create variety of appealing book covers.
HISTORY <i>CRC Articles</i> 12, 13, 14, 17, 28, 29, 30	WWII This unit of work will teach the children all about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war.	

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GEOGRAPHY <i>CRC Articles</i> 10, 17, 22, 25, 27, 29, 30	Would you Invade Europe? Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	
ART <i>CRC Articles</i> 13, 17, 28, 29	Children will be studying the visual of impact of perspective and how their pieces of art can trick the eye of the viewer. They will be using their knowledge of 2D and 3D shapes, horizontal and vertical lines and learning about the vanishing point in perspective-style art.	
DT <i>CRC Articles</i> 14, 28, 29, 30, 31	Periscopes Children will generate and create a periscope through discussion, annotated sketches, prototypes and pattern pieces. They will use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. Additionally, children will use my technical knowledge and accurate skills to problem solve during the making process.	
MUSIC <i>CRC Articles</i> 28, 29	This term, Year 6 will be learning an iconic song from the World War II, <i>The White Cliffs of Dover</i> , sung by Vera Lynn. This will connect beautifully with <i>The Silver Sword</i> , the book the children will be reading. This will provide the opportunity for discussions about what war feels like and how much people were longing for the end of it. They will continue by learning the song on the glockenspiels. In the second part of the term year 6 will start to learn the songs for their exciting Year 6 production.	
PE <i>CRC Articles</i> 13, 28, 29, 30, 31	Circuit Training The pupils will be carrying out routines to understand how important it is to warm our bodies up and cool down. They will learn about the effects that exercise has on the body and complete a set of exercises to the best of their ability, tailoring their training to challenge themselves and increase the work rate on their bodies.	Swimming The children will begin weekly swimming lessons, where they will be learning how to stay safe in and around the water. The children will learn different strokes and build their confidence in the water.
RE <i>CRC Articles</i> 8, 12, 13, 14, 28, 29, 30	What does it mean to be a Sikh? Students will focus on the Gurdwara which, in the Sikh community, is more than simply a place of worship. They will learn that it is also a place where the Sikh community meets, eats and learns together. Students will also explore all the distinctive features of the Gurdwara.	What do people believe about God? Year 6 will be learning and discussing the similarities and differences of different religions and their views of God and religion. This will allow the children to reflect on previous learning, encouraging them to ask and answer questions about God, life and the afterlife.
PSHE <i>CRC Articles</i> 12, 13, 14, 16, 28	Healthy Me The children will be reflecting on their science learning from the previous term and incorporating their knowledge from workshops to give them the tools to live healthily and manage stress and pressure.	Relationships As part of the transition to secondary school, children will be looking at ways to manage their mental health, build healthy relationships by discussions and having an awareness of external pressures.

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Spanish <i>CRC Articles</i> 7, 8, 29	Subjects and Sayings Where you Live This is another unit based on cognate words. The subjects tend to have names that are very similar to English words. We will create a timetable of the children's favourite subjects. The children will give opinions about their favourite subjects and give the reason why they like them. The children will learn vocabulary for places in the town where they live and are then invited to work independently using the coordinates and to describe photos (making use of a work sheet given by the teacher) and give their opinions on them.	Festivals The children will find out about the 5 main festivals that are celebrated in Spain. They will be encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK. The children will read, understand, pronounce accurately new words, they will give their opinions and reasons for liking /disliking, preferring a festival and use a dictionary if needed to help identify unknown words.
Safeguarding <i>CRC Articles</i> 12, 13, 14, 16, 28	Hope and Resilience The children will discuss themes and messages that arise from <i>The Silver Sword</i> including: discrimination, stereotypes, perspective and strategies to build resilience. The children will have the opportunity to explore how characters have dealt with real life hardships throughout and because of the war.	