



Rotherhithe Primary School Spring 2 Curriculum Map 2021-2022 Year 6

Subject	Week 1 Read aloud text: Goodnight Mister Tom by Michelle Magorian	Week 2 Read aloud text: Goodnight Mister Tom by Michelle Magorian	Week 3 Read aloud text: Goodnight Mister Tom by Michelle Magorian	Week 4 Read aloud text: Goodnight Mister Tom by Michelle Magorian	Week 5 Read aloud text: Goodnight Mister Tom by Michelle Magorian	Week 6 Read aloud text: Goodnight Mister Tom by Michelle Magorian
Guided Reading	<p>Sneaky Peek</p> <p>Text: 'There's no place like home' 2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>Test Modelling</p> <p>2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>Assessment Week</p> <p>2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>Sneaky Peek</p> <p>Text: 'Festivals' 2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>Test Modelling</p> <p>2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>Sneaky Peek</p> <p>2a: Give/explain the meaning of words in context. 2b: Retrieve and record information/identify key details from fiction and non-fiction. 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole. 2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>



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Writing	<p>WW2: Newspaper article</p> <p>L.O. To plan a newspaper article</p> <p>L.O. To write a newspaper article</p>	<p>WW2: Informal letter</p> <p>L.O. To plan a persuasive letter using formal language</p> <p>L.O. To use persuasive language effectively</p>	<p>WW2: Non-chronological sweets report</p> <p>L.O. To plan an introduction to a chronological report</p> <p>L.O. To write an introduction to a chronological report</p>	<p>WW2: Rose Blanche narrative</p> <p>To plan, write and edit a character description</p> <p>To plan, write and edit 'action, dialogue description' section of narrative</p>	<p>WW2: Rose Blanche narrative</p> <p>To add a direct address</p> <p>To plan, write and edit narrative with flashbacks</p>	<p>WW2: Informal letter in role as evacuee</p> <p>L.O. To plan a persuasive letter using formal language</p> <p>L.O. To use persuasive language effectively</p>
Maths	<p>Number and Four operation</p> <p>Round any whole number to required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p>	<p>Reasoning</p> <p>Solve number and practical problems that involve number</p> <p>Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360), the use of percentages for comparison and ratio and proportion</p>	<p>Assessment Week</p> <p>Review of:</p> <ul style="list-style-type: none"> • place value • four operations • fractions <p>reasoning questions</p>	<p>Reasoning</p> <p>Solve problems involving algebra, shape and time</p>	<p>Reasoning</p> <p>Solve problems involving four operations, geometry and perimeter and area</p>	<p>Reasoning</p> <p>Solve problems involving fractions, timetables and translation and reflection</p>
Science	<p>Biology: Animals including humans</p> <p>To identify and name the main parts of the human body</p>	<p>Biology: Animals including humans</p> <p>To identify the circulatory system</p>	<p>Biology: Animals including humans</p> <p>To describe the functions of the heart, blood vessels and blood</p>	<p>Biology: Animals including humans</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Biology: Animals including humans</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Biology: Animals including humans</p> <p>Assessment</p>
Geography	<p>LINKED TO ENGLISH UNIT</p> <p>Europe Place knowledge – linked to WW2 Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps.</p>					
History	<p>LINKED TO ENGLISH UNIT</p> <p>Locality study: life in Bermondsey during the Blitz</p>					



Rotherhithe Primary School Spring 2 Curriculum Map 2021-2022 Year 6

	Locality study: life in Bermondsey during the Blitz Key events of WW2 Key figures in WW2 Life as an evacuee Life as an evacuee					
Computing	Data and information Spreadsheets To create a data set in a spreadsheet <ul style="list-style-type: none"> I can collect data I can suggest how to structure my data I can enter data into a spreadsheet 	Data and information Spreadsheets To build a data set in a spreadsheet <ul style="list-style-type: none"> I can explain what an item of data is I can choose an appropriate format for a cell I can apply an appropriate format to a cell 	Data and information Spreadsheets To explain that formulas can be used to produce calculated data <ul style="list-style-type: none"> I can explain which data types can be used in calculations I can construct a formula in a spreadsheet I can identify that changing inputs changes outputs 	Data and information Spreadsheets To apply formulas to data <ul style="list-style-type: none"> I can calculate data using different operations I can create a formula which includes a range of cells I can apply a formula to multiple cells by duplicating it 	Data and information Spreadsheets To create a spreadsheet to plan an event <ul style="list-style-type: none"> I can use a spreadsheet to answer questions I can explain why data should be organised I can apply a formula to calculate the data I need to answer questions 	Data and information Spreadsheets To choose suitable ways to present data <ul style="list-style-type: none"> I can produce a chart I can use a chart to show the answer to a question I can suggest when to use a table or chart
RE	Easter To analyse the Bible Easter accounts	Easter To analyse the Bible accounts of the resurrection of Jesus	Easter To analyse images of Jesus in art	Easter To explore symbols of the Easter message	Easter To consider the importance of the ascension	Easter To evaluate the difference a story can make in the lives of Christians
Music	Recorders Notation reading, classical music appreciation	Recorders Notation reading, classical music appreciation	Recorders Notation reading, classical music appreciation	Recorders Notation reading, classical music appreciation	Recorders Notation reading, classical music appreciation	Recorders Notation reading, classical music appreciation
PSHE	Healthy Me Understand the importance of taking responsibilities for their own physical and emotional health and choices linked to this. –	Healthy Me Discuss different types of drugs and the effects this can have on people's bodies.	Healthy Me Discuss exploitation as well as gang culture and associated risks.	Healthy Me Explore what mental health/illness is and recognise that people can have different attitudes towards this.	Healthy Me Recognise the triggers for and feelings of being stressed	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking



Rotherhithe Primary School Spring 2 Curriculum Map 2021-2022 Year 6

PE	<p>Striking Games</p> <p>To practise throwing, catching, rolling & collecting using a range of balls. To hit a ball towards a target. To throw accurately to a partner.</p>	<p>Striking Games</p> <p>To practise throwing, catching, rolling & collecting using a range of balls. To bowl underarm consistently. To hit a moving ball towards a target.</p>	<p>Striking Games</p> <p>To practise throwing, catching, rolling & collecting using a range of balls. To work with and identify a new partner. To learn how to play mini rounder's effectively.</p>	<p>Striking Games</p> <p>To practise throwing, catching, rolling & collecting a ball. To work quickly whilst under pressure. To work co-operatively and effectively as part of a team.</p>	<p>Striking Games</p> <p>To improve your batting skills. To work co-operatively as part of a team. To improve your performance as a batter, bowler and fielder.</p>	<p>Striking Games</p> <p>To work co-operatively as part of a team. To improve your performance in mini rounder's.</p>
Spanish	<p>Revision</p> <ul style="list-style-type: none"> To consolidate the pronunciation of ñ and u To revise and consolidate greetings: questions and answers To revise and consolidate colours, numbers and months of the year To introduce how to ask and answer when your birthday is To use full sentences orally (only for higher ability in UKS2) and to write full sentences to describe oneself To know and remember when writing that months do not 	<p>Consolidation</p> <ul style="list-style-type: none"> To be able to use previously learned language to create a comic strip with a partner using all the language learned so far i.e. greetings, mood, age, birthday, favourite foods, colours; descriptions of the weather To use drama and props to aid oral consolidation of language and skills – children can act out their comic strip with a friend and win points for great acting and great pronunciation 	<p>Animals</p> <ul style="list-style-type: none"> To learn the names of six animals To be able to understand and recognise the question: What is it? (¿Eso qué es?) To be able to state a like or dislike for the animal To be revisit and consolidate the understanding of indefinite articles and their masculine and feminine forms To be able to retain and remember which form is needed for the six animals learned To use lotto games to identify aural Spanish name of animals 	<p>Weather</p> <ul style="list-style-type: none"> To be able to accurately pronounce 'hace' using previous knowledge that the 'h' is silent To be able to match pictures with the correct Spanish description of the weather To begin to be able accurately pronounce new words with previous knowledge of phonemes To be able to identify current weather conditions in English and match them to the Spanish translation with 	<p>Easter</p> <ul style="list-style-type: none"> To research and understand Spanish traditions during Easter To know the main differences in how Easter is celebrated in Spain To learn animals and weather conditions associated with Spring and Easter 	<p>Easter</p> <ul style="list-style-type: none"> To use key verbs and scaffolded sentence structures to write an Easter card in Spanish: 'hay' there is/are; 'me gusta(n)' I like; 'hace sol' etc. the weather is sunny; 'comí' I ate To be able to consolidate all learned language from the half term to write an Easter card To describe animals, weather conditions and foods eaten in Easter card in Spanish



Rotherhithe Primary School Spring 2 Curriculum Map 2021-2022 Year 6

	<p>need capital letters</p> <ul style="list-style-type: none">• To practise all skills, sounds and sentences orally with partners		<ul style="list-style-type: none">• To use Hide The Animal/Frio y Caliente games to consolidate identifying animals and spoken pronunciation	<p>partners/small groups</p> <ul style="list-style-type: none">• To use songs and music to consolidate understanding and retention of descriptions of the weather		
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