



## Rotherhithe Primary School Spring 1 Curriculum Plan 2023 Year 6

Subject	Week 1 Read aloud text: Boy in the Stripe Pyjamas	Week 2 Read aloud text: Boy in the Stripe Pyjamas	Week 3 Read aloud text: Boy in the Stripe Pyjamas	Week 4 Read aloud text: Wartime boy	Week 5 Read aloud text: Wartime boy	Week 6 Read aloud text: Wartime boy
Guided Reading	<p><b>Text: Narrative Candle in the Dark by Adele Geras</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related</p>	<p><b>Sneaky Peek</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to</p>	<p><b>Text: Narrative Candle in the Dark by Adele Geras</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related</p>	<p><b>Modelled</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.</p> <p>2g: Identify explain how meaning is enhanced through</p>	<p><b>Sneaky Peek</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to</p>	<p><b>Text: Narrative Railway Children by E Nesbit</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related</p>



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	<p>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>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>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>choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>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>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>
Writing	<p><b>WW2: Non-chronological report writing</b></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><b>WW2: Non-chronological report writing</b></p> <p>L.O. To write an introduction to a chronological report</p>	<p><b>WW2: Non-chronological report writing</b></p> <p>L.O. To plan a non-chronological report on how WW2 began</p> <p>L.O. To write a non-chronological report on how WW2 began</p>	<p><b>WW2: Non-chronological report writing</b></p> <p>L.O. To plan a report on the Blitz</p> <p>L.O. To write a chronological report on the Blitz using punctuation to show clarity</p>	<p><b>WW2: Letter</b></p> <p>L.O. To plan a persuasive letter using formal language</p> <p>L.O. To use persuasive language effectively in a leaflet</p>	<p><b>WW2: Diary</b></p> <p>L.O. To plan a diary entry using similes, metaphors and personification</p> <p>L.O. To write a diary entry using similes, metaphors and personification</p>
Maths	<p><b>Perimeter and Area</b></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p>	<p><b>Volume and Area</b></p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p>	<p><b>Percentages and Ratio and Proportion</b></p> <p>Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360)</p>	<p><b>Mixed Practise</b></p> <p>Review of:</p> <ul style="list-style-type: none"> <li>• place value</li> <li>• four operations</li> <li>• fractions</li> <li>• reasoning questions</li> </ul>	<p><b>Negative Numbers and Algebra</b></p> <p>Use negative numbers in context, and calculate intervals across zero.</p>	<p><b>Pie Charts and Time</b></p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>



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	<p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p>	<p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup> , m<sup>3</sup> and extending to other units (mm<sup>3</sup> and km<sup>3</sup> )</p>	<p>and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication &amp; division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<ul style="list-style-type: none"> <li>• <i>shape</i></li> <li>• <i>area and perimeter</i></li> <li>• <i>percentage</i></li> <li>• <i>ratio and proportion</i></li> </ul>	<p>Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate the mean as an average.</p>
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Science	<p><b>Biology: All living things</b></p> <p>To be able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>To be able to give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Biology: All living things</b></p> <p>To be able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p><b>Biology: All living things</b></p> <p>To be able to give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Biology: All living things</b></p> <p>To be able to make a key to classify plants.</p> <p>To be able to give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Biology: All living things</b></p> <p>To be able to make a key to classify plants.</p> <p>To be able to give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Biology: All living things</b></p> <p>To be able to give reasons for classifying plants and animals based on specific characteristics.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</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>					



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History	LINKED TO ENGLISH UNIT  Locality study: life in Bermondsey during the Blitz 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	<b>3D Modelling</b>  To use a computer to create and manipulate three-dimensional (3D) digital objects	<b>3D Modelling</b>  To compare working digitally with 2D and 3D graphics	<b>3D Modelling</b>  To construct a digital 3D model of a physical object	<b>3D Modelling</b>  To identify that physical objects can be broken down into a collection of 3D shapes	<b>3D Modelling</b>  To design a digital model by combining 3D objects	<b>3D Modelling</b>  To develop and improve a digital 3D model
RE	<b>Religious leaders:</b> Why do we need leaders?  To investigate the reasons for needing leaders in our world	<b>Religious leaders:</b> What qualities do leaders possess?  To consider important qualities for a leader to possess	<b>Religious leaders:</b> Who is an important religious leader in Newham?  To investigate a local religious leader	<b>Religious leaders:</b> Who are important world religious leaders?  To investigate important religious leaders in the world	<b>Religious leaders:</b> Can I compare different religious leaders?  To compare and contrast religious leaders	<b>Religious leaders:</b> What is the difference between a religious leader and a secular leader?  To evaluate the difference between secular and religious leaders
Spanish		<b>Esta noche lo hace papá</b>  <ul style="list-style-type: none"> <li>● To understand the gist of a short story in Spanish and</li> </ul>	<b>Esta noche lo hace papá</b>  <ul style="list-style-type: none"> <li>● To discuss the key parts of a short story</li> </ul>	<b>Revision: family members, pets, asking and answering questions in Spanish</b>  <ul style="list-style-type: none"> <li>● Revision of family membes,</li> </ul>	<b>English &amp; Spanish Dictionary</b>  <ul style="list-style-type: none"> <li>● To recognise word classes</li> <li>● To be able to sort words into</li> </ul>	<b>Hobbies</b>  <ul style="list-style-type: none"> <li>● To learn seven leisure activities</li> <li>● To identify common</li> </ul>



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		<p>recognise on repeated phrase as it occurs in text</p> <ul style="list-style-type: none"> <li>To learn the 5 W's in Spanish to then begin recognising them in questions posed by teacher in Spanish</li> <li>To investigate in groups the many ways new vocabulary can be categorised and organised</li> <li>To apply phonic knowledge to support reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>To write simple words and phrases using a model and some words from memory</li> </ul> <p>To consolidate previous terms' learning of vowels and consonants using story vocabulary</p>	<p>pets + sentence building with tener: tengo and tienes</p> <ul style="list-style-type: none"> <li>To create a class survey on pets by interviewing each other in Spanish</li> <li>To ask class mates questions and answers in Spanish to practise understanding written and spoken Spanish</li> </ul> <p>To begin to identify verbs and nouns</p>	<p>dictionary order by first/second letter</p> <ul style="list-style-type: none"> <li>Become familiar with a simple bilingual dictionary</li> <li>To sort words into categories</li> </ul>	<p>sounds in a list of verbs</p> <ul style="list-style-type: none"> <li>To identify strategies for learning new vocabulary</li> </ul> <p>To attempt a short dictation activity</p>
Music		<p><b>Recorders</b></p> <p>Notation reading, classical music appreciation</p>	<p><b>Recorders</b></p> <p>Notation reading, classical music appreciation</p>	<p><b>Recorders</b></p> <p>Notation reading, classical music appreciation</p>	<p><b>Recorders</b></p> <p>Notation reading, classical music appreciation</p>	<p><b>Recorders</b></p> <p>Notation reading, classical music appreciation</p>
Art & Design	<p><b>'Make my voice heard'</b></p> <p>Lesson 1: Graffiti Artists' Tag</p> <p>Children express their personality,</p>	<p><b>'Make my voice heard'</b></p> <p>Lesson 2: Kathe Kollwitz</p> <p>After viewing the emotive works of</p>	<p><b>'Make my voice heard'</b></p> <p>Lesson 3: Guernica 1 – Pablo Picasso</p>	<p><b>'Make my voice heard'</b></p> <p>Lesson 4: Guernica 2 – Pablo Picasso</p>	<p><b>'Make my voice heard'</b></p> <p>Lesson 5: Clay Sculpture</p> <p>Children turn their Käthe Kollwitz</p>	



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	transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow	Käthe Kollwitz, children draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques.	Pablo Picasso Having learned about the symbolism used in Picasso's 'Guernica', children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white.	Continuing with their 'Guernica' inspired compositions from last lesson, children apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece.	inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger.	
PSHE	<p><b>My Year Ahead</b></p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know how to use my Jigsaw Journal</p>	<p><b>Being a Global Citizen 1</b></p> <p>I know that there are universal rights for all children but for many children these rights are not met</p>	<p><b>Being a Global Citizen 2</b></p> <p>I understand that my actions affect other people locally and globally</p>	<p><b>The Learning Charter</b></p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p>	<p><b>Our Learning Charter</b></p> <p>I understand how an individual's behaviour can impact on a group</p>	<p><b>Owning our Learning Charter</b></p> <p>I understand how democracy and having a voice benefits the school community</p>
PE	<p><b>Gymnastics</b></p> <p>To select and combine matched</p>	<p><b>Gymnastics</b></p> <p>To match your partners actions.</p>	<p><b>Gymnastics</b></p> <p>To adapt and develop formations and patterns.</p>	<p><b>Gymnastics</b></p> <p>To adapt and develop formations and patterns.</p>	<p><b>Gymnastics</b></p> <p>To create sequences of several different</p>	<p><b>Gymnastics</b></p> <p>To create and perform actions in a realistic order.</p>



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	actions with a partner.  To perform in sequence.	To combine different expressive actions to form a sequence.	To perform dances expressively using sporting actions.	To perform dances expressively.	actions as part of a small and large group.	To work in partnership with a large group.
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