



## Rotherhithe Primary School Spring 2 Curriculum Map 2023 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><b>Sneaky Peek</b></p> <p>Text: 'There's no place like home' 2a: Give/explain the meaning of words in context.</p> <p>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</p>	<p><b>Test Modelling</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. 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.</p>	<p><b>Assessment Week</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. 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.</p>	<p><b>Sneaky Peek</b></p> <p>Text: 'Festivals' 2a: Give/explain the meaning of words in context.</p> <p>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</p>	<p><b>Test Modelling</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. 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.</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. 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.</p>



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	<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>2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>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>2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>	<p>2g: Identify explain how meaning is enhanced through choice of words and phrases. 2h: Make comparisons within the text.</p>
Writing	<p><b>WW2: Newspaper article</b></p> <p>L.O. To plan a newspaper article L.O. To write a newspaper article</p>	<p><b>WW2: Informal letter</b></p> <p>L.O. To plan a persuasive letter using formal language L.O. To use persuasive language effectively</p>	<p><b>WW2: Non-chronological sweets report</b></p> <p>L.O. To plan an introduction to a chronological report L.O. To write an introduction to a chronological report</p>	<p><b>WW2: Rose Blanche narrative</b></p> <p>To plan, write and edit a character description To plan, write and edit 'action, dialogue description' section of narrative</p>	<p><b>WW2: Rose Blanche narrative</b></p> <p>To add a direct address To plan, write and edit narrative with flashbacks</p>	<p><b>WW2: Informal letter in role as evacuee</b></p> <p>L.O. To plan a persuasive letter using formal language L.O. To use persuasive language effectively</p>
Maths	<p><b>Number and Four operation</b></p> <p>Round any whole number to required degree of accuracy. Use negative numbers in context, and calculate intervals across zero.</p>	<p><b>Reasoning</b></p> <p>Solve number and practical problems that involve number Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360), the use of percentages for</p>	<p><b>Assessment Week</b></p> <p>Review of:</p> <ul style="list-style-type: none"> <li>• place value</li> <li>• four operations</li> <li>• fractions reasoning questions</li> </ul>	<p><b>Reasoning</b></p> <p>Solve problems involving algebra, shape and time</p>	<p><b>Reasoning</b></p> <p>Solve problems involving four operations, geometry and perimeter and area</p>	<p><b>Reasoning</b></p> <p>Solve problems involving fractions, timetables and translation and reflection</p>



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		comparison and ratio and proportion				
Science	<b>Biology: Animals including humans</b>  To identify and name the main parts of the human body	<b>Biology: Animals including humans</b>  To identify the circulatory system	<b>Biology: Animals including humans</b>  To describe the functions of the heart, blood vessels and blood	<b>Biology: Animals including humans</b>  To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	<b>Biology: Animals including humans</b>  To describe the ways in which nutrients and water are transported within animals, including humans	<b>Biology: Animals including humans</b>  Assessment
Geography	LINKED TO ENGLISH UNIT  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.					
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>Data and information Spreadsheets</b>  To create a data set in a spreadsheet	<b>Data and information Spreadsheets</b>  To build a data set in a spreadsheet <ul style="list-style-type: none"> <li>• I can explain what an</li> </ul>	<b>Data and information Spreadsheets</b>  To explain that formulas can be used to produce calculated data	<b>Data and information Spreadsheets</b>  To apply formulas to data <ul style="list-style-type: none"> <li>• I can calculate data using</li> </ul>	<b>Data and information Spreadsheets</b>  To create a spreadsheet to plan an event <ul style="list-style-type: none"> <li>• I can use a spreadshee</li> </ul>	<b>Data and information Spreadsheets</b>  To choose suitable ways to present data



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	<ul style="list-style-type: none"> <li>I can collect data</li> <li>I can suggest how to structure my data</li> <li>I can enter data into a spreadsheet</li> </ul>	<p>item of data is</p> <ul style="list-style-type: none"> <li>I can choose an appropriate format for a cell</li> <li>I can apply an appropriate format to a cell</li> </ul>	<ul style="list-style-type: none"> <li>I can explain which data types can be used in calculations</li> <li>I can construct a formula in a spreadsheet</li> <li>I can identify that changing inputs changes outputs</li> </ul>	<p>different operations</p> <ul style="list-style-type: none"> <li>I can create a formula which includes a range of cells</li> <li>I can apply a formula to multiple cells by duplicating it</li> </ul>	<p>t to answer questions</p> <ul style="list-style-type: none"> <li>I can explain why data should be organised</li> <li>I can apply a formula to calculate the data I need to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>I can produce a chart</li> <li>I can use a chart to show the answer to a question</li> <li>I can suggest when to use a table or chart</li> </ul>
RE	<p><b>Easter</b></p> <p>To analyse the Bible Easter accounts</p>	<p><b>Easter</b></p> <p>To analyse the Bible accounts of the resurrection of Jesus</p>	<p><b>Easter</b></p> <p>To analyse images of Jesus in art</p>	<p><b>Easter</b></p> <p>To explore symbols of the Easter message</p>	<p><b>Easter</b></p> <p>To consider the importance of the ascension</p>	<p><b>Easter</b></p> <p>To evaluate the difference a story can make in the lives of Christians</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>	<p><b>Recorders</b></p> <p>Notation reading, classical music appreciation</p>
PSHE	<p><b>Healthy Me</b></p> <p>Understand the importance of taking responsibilities for their own physical</p>	<p><b>Healthy Me</b></p> <p>Discuss different types of drugs and the effects this can have on people's bodies.</p>	<p><b>Healthy Me</b></p> <p>Discuss exploitation as well as gang culture and associated risks.</p>	<p><b>Healthy Me</b></p> <p>Explore what mental health/illness is and recognise that people can have</p>	<p><b>Healthy Me</b></p> <p>Recognise the triggers for and feelings of being stressed</p>	<p>Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking</p>



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	and emotional health and choices linked to this. –			different attitudes towards this.		
PE	<p><b>Striking Games</b></p> <p>To practise throwing, catching, rolling &amp; collecting using a range of balls. To hit a ball towards a target. To throw accurately to a partner.</p>	<p><b>Striking Games</b></p> <p>To practise throwing, catching, rolling &amp; collecting using a range of balls. To bowl underarm consistently. To hit a moving ball towards a target.</p>	<p><b>Striking Games</b></p> <p>To practise throwing, catching, rolling &amp; 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><b>Striking Games</b></p> <p>To practise throwing, catching, rolling &amp; collecting a ball. To work quickly whilst under pressure. To work co-operatively and effectively as part of a team.</p>	<p><b>Striking Games</b></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><b>Striking Games</b></p> <p>To work co-operatively as part of a team. To improve your performance in mini rounder's.</p>
Spanish	<p>Hobbies</p> <ul style="list-style-type: none"> <li>● To learn the Spanish alphabet</li> <li>● To learn the 5 question words (6 interrogatives in Spanish)</li> <li>● To learn seven leisure activities               <ul style="list-style-type: none"> <li>● To be start understanding what an infinitive verb is and identify common sounds in a list of verbs</li> <li>● To be confident with the use of "tengo", "no</li> </ul> </li> </ul>	<p>Hobbies</p> <ul style="list-style-type: none"> <li>● To learn seven leisure activities</li> <li>● To start understanding what an infinitive verb is and that are there 3 endings for all verbs</li> <li>● To memorise and present a short spoken text</li> <li>● To express likes/dislikes of leisure pursuits</li> </ul>	<p>Hobbies (continued)</p> <ul style="list-style-type: none"> <li>● To memorise and present a short spoken text</li> <li>● To express likes/dislikes of leisure pursuits</li> <li>● To revise previously learned vocabulary through drama &amp; games</li> </ul>	<p>Hobbies (continued)</p> <ul style="list-style-type: none"> <li>● To understand and follow an interview between two native Spanish speakers talking about hobbies</li> <li>● To conduct a short interview with a partner asking/answering questions on leisure activities</li> <li>● To understand &amp; say number 12-40</li> </ul>	<p>La Pascua - Easter</p> <ul style="list-style-type: none"> <li>● To identify specific items of vocabulary in a longer text</li> <li>● To create and design an Easter egg</li> <li>● To learn vocabulary centred around Easter</li> <li>● To understand how Easter is celebrated in Spain and Spanish-speaking countries through research</li> </ul>	<p>La Pascua - Easter (continued)</p> <ul style="list-style-type: none"> <li>● To identify specific items of vocabulary in a longer text</li> <li>● To create and design an Easter egg</li> <li>● To learn vocabulary centred around Easter</li> <li>● To understand how Easter is celebrated in Spain and Spanish-</li> </ul>



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	tengo" and "me gusta", "no me gusta"				<ul style="list-style-type: none"><li>• To produce a sentence in oral and written form to describe a painted egg</li><li>• To learn one quantifier (quite &gt; bastante)</li><li>• To memorise and present a short spoken text</li></ul>	speaking countries through research <ul style="list-style-type: none"><li>• To produce a sentence in oral and written form to describe a painted egg</li><li>• To learn one quantifier (quite &gt; bastante)</li><li>• To memorise and present a short spoken text</li></ul>
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