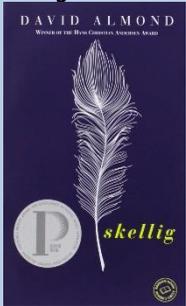
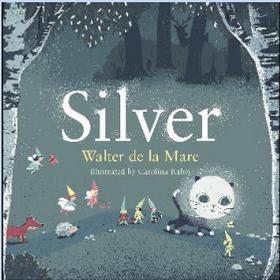
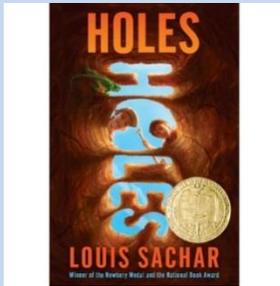
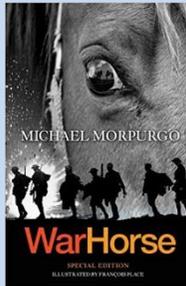
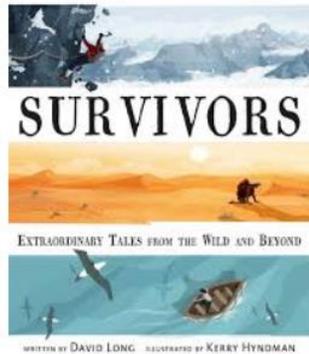


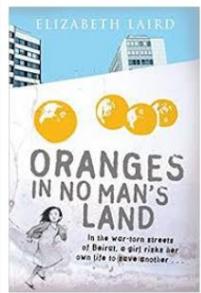
**Year 6 Curriculum Map 2018-2019**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	Right or Wrong?	Angels and Spirits Is there anybody out there?	Extreme Expeditions To go or not to go?	Read all about it What's the real truth?	Survival Conflict and Courage? What are we fighting for?	Survival Conflict and Courage? What are we fighting for?
<b>Trips/launch pad</b>	Spinnaker Tower Wb 8.10.18	WWI Museum Wb 29.10.18 Junior Citizen 19.11.18	Residential PGL 26.03.19		Portsmouth Memorial (after SATs) Train, Milenium Walk	Thorpe Park
<b>Parental Involvement †</b>	Sats Meeting 18.10.18	Parents' Evening		Parents' Evening		End of Year Production
<b>Key Text</b>	The Island Oranges in No Man's Land The Arrival	Skellig The Last of the Spirits	Silver Ice Trap Shackelton's Journey	Holes The Whale	War Horse Flander's Flields Dulce Decorum Est	Survivors Lady of Shallot
<b>English Outcomes</b>	Text: Island-Armin Greder PB with words 	ext: <i>Skellig</i> -David Almond   Outcome: Description of skellig Description of the derelict property and overgrown	Text: <i>Silver</i> Walter De La Mare <i>Snow</i> " " 	Text: Holes Louis Sachar   Outcome: Write diary entries at key points throughout. On p. 46 Stanley starts writing a letter home, pretending he	Text: War Horse (Extracts) Michael Morpurgo   Outcome: Ongoing character profiles. Persuasive writing in the	Text: Survivors David Long Kerry Hindman   Outcome: Diary entries video diaries setting

Newspaper report conveying  
vp of locals

Discursive writing explore  
reasons for and against  
stay or go?

Text: *Oranges in no man's  
land*—Elizabeth Laird



Outcome: Discussion and  
debate immigration and  
refugees conflict in the  
middle east

Diary writing in role  
Descriptions of key moments  
in the text

Text: *Arrival* Shawn Tann  
PB wordless



Outcome: Narrative select a  
part and write the  
narrative 1 of 4 parts  
focus on story openings

Parallel read: Narrative  
text extract to use as a

garden—property  
development—persuasive

Parallel read: My name is  
Mena  
Outcome

NF—Mean's interest in birds  
Mena debate and discussion  
home schooling v going to  
school

Parallel read: The  
Graveyard Neil Gaiman  
Poem: Unforgotten Toby  
Riddle—angels

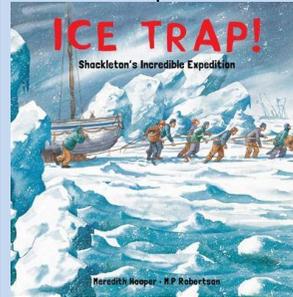
Text: *The last of the  
spirits*—Chris Priestley



Outcome: Write in the style  
of Chris Priestley character  
descriptions boy and old  
man

Parallel Read: A Christmas  
Carol extracts — Charles  
Dickens

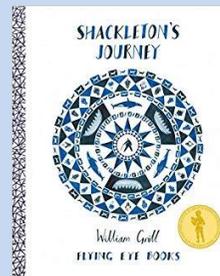
Text: *Ice Trap*—Meredith  
Hooper



Outcome: Diary writing to  
convey characters thoughts  
feelings and vps letters  
home to loved ones

Description of the Antarctic  
setting and ship through the  
eyes of one of the explorers

Text: *Shackleton's Journey*—  
William Grill

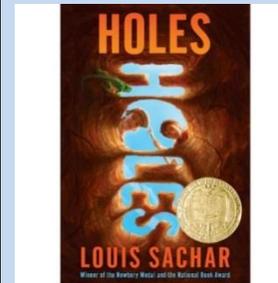


Outcome: information  
writing linked to the arctic  
explore in the style of  
William Grill

Newspaper report sinking  
of the endurance  
Job advert: encouraging  
people to enlist as part of  
the crew

is having a good time.  
Finish the letter. Write a  
parallel letter telling the  
truth. Which one should he  
send? Write a monologue as  
someone new coming in to  
the camp. How would  
Stanley treat you? What  
would he tell you? Stop  
after chapter 15 - What  
are they digging for and  
why? Predict and write  
chapter 16.

Text: *Holes* Louis Sachar



Outcome: Create another  
creature that could be a  
deadly threat in the area.  
Create a non-chronological  
report to accompany this.  
Create a new object for  
Stanley to find. Write an  
account of the discovery.

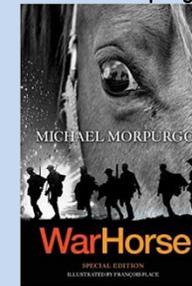
Parallel read: Compare to  
Fuzzy Mud and There's a  
boy in the girls' bathroom  
LS

Text:

*The Whale* Ethan and  
Vita Murrow

form of speeches in role.  
Produce a persuasive  
buyer's guide to the horses.  
Diary writing in role as the  
soldiers. Love letter to Sally  
from Trooper Warren.  
Rashomon – write a  
multiple perspective  
description of the battle  
scene. Diary entry in role as  
Emilie about taking the  
horses from the farm.

Parallel read: *Black  
Beauty*  
Text: *War Horse* (Extracts)  
Michael Morpurgo

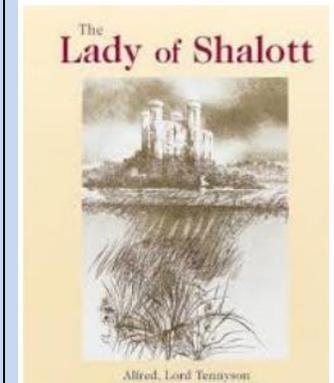


Outcome:  
Formal report in role as the  
vet regarding working  
conditions and welfare of  
war horses.

Poetry - create an ode to  
war horses and an epitaph.  
Write a soliloquy in role as  
Joey the horse.

Parallel read: *Black Beauty*  
Text:  
*Flanders fields/ Dulce  
decorum est*

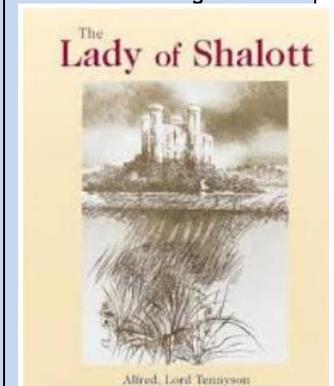
descriptions of multiple  
places  
Create their own tale of  
survival setting descriptions  
of inhospitable places emails  
home  
Text: *The lady of Shallot*  
Lord Tennyson

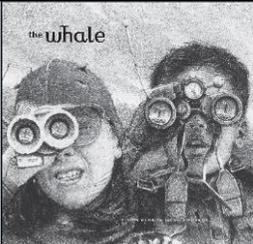


Outcome:

Describe Sir Lancelot  
through the eyes of the  
lady of Shallot Describe the  
view of Camelot through  
her tower

Formal city guide  
Text: *The lady of Shallot*  
Lord Tennyson



	wagoll Cogheart-prologue the mystery of the clock work sparrow the boy in the tower			 <p><b>Outcome:</b> Children could use the newspaper report elements as a WAGOLL as they innovate their own reports of an encounter with a legendary creature. Paired diaries for the children could be contrasted with diaries of the original whale spotters who were not believed. Write an encyclopaedia entry for the spotted whale. Interview the children - write the transcript and a magazine article to follow.</p>	 <p><b>Outcome:</b> Use alongside the piano short film Literacy shed. Use the vocab structure from these two poems using the piano as a stimulus <b>Parallel Read:</b> Where the Poppies Now Grow Hilary Robinson and</p>	<b>Outcome:</b> Write the curse using Macbeth-The witches curse for framework and vocab Ode to the lady of Shallot to be read by the waterside after her death
<b>Maths</b>	Fractions, number, place value and four operations	Measure, fractions, four operations, geometry and measure	Number, place value, fractions, arithmetic & Measure	Revision	Revision and application/real life maths	Problem solving and reasoning Transition project
<b>Science</b>	Animnals inc Humans	Electricity	Living Things and Habitats	Adaptations		Sex Ed
<b>History</b>	WW1 Centinial 11.11.18				Isambard Kingdom Brunel Local Person	

<b>Geography</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Leigh Park- Portsmouth-UK - Europe					Physical Geography Coastlines, tides, caves
	<a href="http://www.greatwar.co.uk/places/ww1-western-front.htm#mapwesternfront">http://www.greatwar.co.uk/places/ww1-western-front.htm#mapwesternfront</a>					
<b>PSHE</b>	PATHS Expectations: Responsibilities	Fort Purbrook Junior Citizen	PATHS	PATHS	PATHS Human Rights	Human reproduction and relationships (Year 6)
<b>Computing</b>	E-safety	Social Media (Park Students ?)	Understand computer Networks.	Design and write a programme (Expresso?)	Revisit Social Media	Programming/coding
<b>PE</b>	Netball and Basketball	Gymnastics and Dance	Tag Rugby / Lacrosse	Football / Tuche ball	Athletics + Rounders Preparation Sports Day	Striking and Fielding (Cricket ,Tennis )
<b>Art and DT</b>	Island Art	WW1-Recipes WW1-Art (tbc)	Islamic Patterns	Design plan and make something to sell-Grass Roots	Photos from trip memorials and landscapes popart- screen printing - Sarah (Naomi)	Design bridges/boatsand trains
<b>RE</b>	Harvest Living Differences	Christmas/ Christianity	Living Differences Islam	Easter/ Christianity	Living Differences Buddhism	Living Differences Judaism