



### Uplands Junior Academy LTP Curriculum Map Year 6

	Autumn		Spring	Summer
<b>Theme</b>	Living things/conservation	Beliefs	Social Justice	Conflict
<b>Time allocation</b>	15 weeks		12 weeks	10 weeks
<b>Visits or class visitor</b>	Railway station Transport museum		Warning Zone Newalk museum	Conkers
<b>Hook/Wow (start of term)</b>				
<b>End of theme celebration</b>				
<b>Key reading texts</b>	When the Mountain Roared Varmints – picture book The diary of curious Cuthbert - poem	Macbeth Flanders fields - poem A Christmas Carol The Christmas story – picture book	Tom Sawyer The Piano (film clip) Steam boats school – picture book Invictus - poem	Beyond the lines (film clip) The son by Clifford Dyment - poem Boy Overboard Wish – picture book - poem
<b>Reading</b>	Fluency, inference, deduction, evaluation, vocabulary, text structure, poetry, prediction, summary, explanation		Fluency, inference, deduction, evaluation, vocabulary, text structure, poetry, prediction, summary, explanation	Fluency, inference, deduction, evaluation, vocabulary, text structure, poetry, prediction, summary, explanation
<b>Oracy</b>	Use of year group sentence stems daily. Weekly oral discussion in at least one lesson.		Use of year group sentence stems daily. Weekly oral discussion in at least one lesson.	Use of year group sentence stems daily. Weekly oral discussion in at least one lesson.
<b>Writing</b>	<a href="#">diary</a> , <a href="#">Non-Chron</a> , <a href="#">Narrative</a> (Tension), <a href="#">Persuasive Letter</a> , <a href="#">Balanced Arguments</a> - <a href="#">Zoos</a>	M - <a href="#">Narrative Recount</a> of Macbeth M – <a href="#">Letter</a> to inform (in role) M- <a href="#">Poem</a> – Couplets M – <a href="#">Biography</a> of William Shakespeare S – <a href="#">Description</a> S - <a href="#">Diary</a>	<a href="#">Narrative</a> – flashback (The Piano), <a href="#">Persuasive Letter</a> , <a href="#">Non-chronological report</a> – The island/survival guide <a href="#">Newspaper</a> <a href="#">Balanced Arguments</a> <a href="#">Narrative</a> – Cave <a href="#">Instructions/reports</a> – in science lessons	<a href="#">diary</a> <a href="#">Explanation text</a> <a href="#">Letter</a> – Red Cross/Salvation army <a href="#">Essay writing/Debate</a> <a href="#">Biography</a> <a href="#">Poem</a> – Black out poem (in Topic lessons)
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> </ul>			



	<ul style="list-style-type: none"> <li>• Relate words by their <b>synonyms</b> and <b>antonyms</b> [for example, big, large, little].</li> <li>• Use <b>active</b> and <b>passive</b> voice to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>• Use structures typical of informal speech such as question tags [He’s your friend, isn’t he?]</li> <li>• Use subjunctive form [If I were .... or Were they to come...], and other formal structures typical of very formal speech</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></li> <li>• Layout devices to structure texts [for example, headings, sub-headings, columns, bullets, or tables]</li> <li>• Use <b>semi-colons</b>, <b>colons</b> and dashes to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Punctuation of <b>bullet points</b> to list information</li> <li>• <b>Hyphens</b> to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> <p>To know the difference between <b>subject</b> and <b>object</b> in a sentence</p>			
<p><b>Alan Peat’s Exciting Sentences</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>Spelling</b></p> <p>Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p>	<ul style="list-style-type: none"> <li>• Revise words from statutory word lists</li> <li>• Revise ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’</li> <li>• Adding suffixes beginning with vowels to words ending in ‘-fer</li> </ul> <p>Proofreading in smaller chunks (sentences, paragraphs)</p>	<ul style="list-style-type: none"> <li>• Revise words from statutory word lists</li> <li>• Homophones (‘ce’/‘se’)</li> <li>• Strategies for learning words</li> <li>• Endings spelt ‘-cious’ or ‘-tious’</li> </ul>	<ul style="list-style-type: none"> <li>• words with ‘ough’ letter string</li> <li>• Words ending ‘-cial’ and ‘-tial’</li> <li>• Generating words from prefixes</li> <li>• Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)</li> <li>• Homophones covered in KS2</li> </ul> <p>Generating words from prefixes and roots</p>	<ul style="list-style-type: none"> <li>• Strategies for learning words</li> <li>• words ending in ‘ant’, ‘-ance’ and ‘-ancy’</li> <li>• Proofreading own writing independently</li> <li>• root words and meanings</li> <li>• Words ending ‘-ent’, ‘-ence’ and ‘-ency’</li> <li>• Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</li> </ul> <p>commonly misspelt homophones</p>
<p><b>Handwriting</b></p>	<p>Write joined, legibly, fluently and with increasing speed Choosing which shape of a letter to use when given choices TO not join capital letters to lower case letter Develop a personal, joined style.</p>			
<p><b>Maths</b></p>	<p>Place value, four operation, fractions, geometry-position &amp; direction.</p>	<p>Decimals, percentages, algebra, measures, ratio &amp; proportion.</p>	<p>Geometry – properties of shapes, problems solving, statistics.</p>	



<b>Science</b>	Living things and their habitats Animals including humans	Evolution and inheritance Light	Electricity
<b>Computing</b>	Communication and 3D modelling  <b>Key vocab to be taught:</b>	Web page creation and spreadsheets	Variables in games and sensing
<b>History</b>	Indus Valley Mayan history Saxons <b>Key questions</b>  <b>Key concepts</b>  <b>Key vocab to be taught:</b>	Social justice and slavery	World war 2
<b>Geography</b>	Continents of the wider worlds Environmental regions Key topographical features  <b>Map skills:</b> <b>Locational Knowledge:</b> <b>Key vocab to be taught:</b>	<b>Field Work</b>  Comparison of region in the UK with a region in North or South America.  Volcanoes and earthquakes <b>Map skills</b>  <b>Human and Physical Geography</b>	Grid references and map work
<b>PSHE/RSE/SMSC</b>	Health and wellbeing  <b>Key vocab to be taught:</b>	Relationships	Living in the wider world
<b>RE</b>	<b><u>Believing</u></b>  <ul style="list-style-type: none"> <li>Identify four major religions of Leicester.</li> <li>Explain the impact of Jesus on Christians lives today.</li> </ul> Make links between the sources in life that guide them and allow them to make decisions in life.	<b><u>Expressing</u></b>  <ul style="list-style-type: none"> <li>Make links with values like respect and tolerance and their own behaviour.</li> </ul>	<b><u>Living</u></b>  <ul style="list-style-type: none"> <li>Shares the diversity in Leicester.</li> </ul>



	<b>Key vocab to be taught:</b>	<ul style="list-style-type: none"> <li>• Compare aspects of their own life with other religions.</li> <li>• Apply ideas of what they have learned to other religions and real life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different religions way of living.</li> <li>• Use religious vocabulary throughout the lessons.</li> <li>• Describe the impact of holding a particular view in life.</li> </ul>
<b>Music</b>	Pulse  Rhythm – Composition – Listening – <b>Key vocab to be taught:</b>	Voice	20 <sup>th</sup> Century
<b>Art</b>	Henry Moore  <b>Key vocab to be taught:</b>	Kandinsky	
<b>DT</b>	Materials and electronics <b>Key vocab to be taught:</b>	Mechanics and construction	Food and textiles
<b>PE</b>	Invasion games and gymnastics <b>Key vocab to be taught:</b>	Dance and athletics	Games Skipping Swimming
<b>MFL</b>	Spanish	Spanish	Spanish
<b>Eco theme</b>	<b>GLOBAL CITIZENSHIP:ENVIRONMENATAL/WILDLIFE WELFARE</b>		
<b>Black and Asian history and culture</b>			