

CURRICULUM MAPPING 2019-2020		SEMESTER 2	
GRADE 6			
	WHO WE ARE	HOW WE EXPRESS OURSELVES	SHARING THE PLANET
Unit of Inquiry	<b>EXHIBITION</b>	<b>CENTRAL IDEA</b> People use sounds, words and images to inform, entertain and persuade specific audiences. <b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>• The use of sound, words and imagery in different kinds of media</li> <li>• How design elements support communication</li> <li>• The role of art, music and language in forming perceptions</li> </ul>	<b>CENTRAL IDEA</b> Small steps can lead to global change and a more peaceful world. <b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>• Issues that affect us as global citizens</li> <li>• Change makers in our world</li> <li>• Aspiring towards a better world</li> </ul>
Concepts	<b>EXHIBITION</b>	<b>Function</b> <i>How do different types of media use sounds, words and images?</i> <b>Form</b> <i>What design elements support communication?</i> <b>Perspective</b> <i>How are our responses shaped by art, music and language?</i>	<b>Form</b> <i>What are global issues?</i> <b>Perspective</b> <i>How do you recognise a change maker?</i> <b>Responsibility</b> <i>How can we contribute to an inclusive and respectful global community?</i>
Related Concepts	<b>EXHIBITION</b>	Communication Expression Audience	Citizenship Initiative Opinion
TD Subjects	<b>EXHIBITION</b>	Art Music English PSPE	Social Studies English PSPE
ATL Skills	<b>EXHIBITION</b>	<b>Communication: <del>Non Verbal</del></b> Read body language and expressions of others and act accordingly. <b>Research <del>Planning</del></b> Create and follow individualized research plan, adjusting the plan as needed throughout the process. <b>Self-Management: <del>Safety</del></b> Ensure personal safety and emotional well-being <b>Social: <del>Group decision making</del></b> Engage in discussion to achieve appropriate outcomes <b>Thinking: <del>Synthesis</del></b> Develop own ideas	<b>Communication: <del>Speaking</del></b> Independently, gives an opinion and justification for that opinion <b>Research: <del>Formulating questions</del></b> Formulates purposeful, open, realistic and investigative questions <b>Self-Management: <del>Informed choices</del></b> Models appropriate actions and behaviour <b>Social: <del>Accepting responsibility</del></b> Take ownership of all actions, both positive and negative <b>Thinking: <del>Acquisition of knowledge</del></b> Acquire specific facts to gain further knowledge
Learner Profile	<b>EXHIBITION</b>	Communicator Principled Knowledgeable	Balanced Communicator Open minded
Writing Genre	<b>Focused</b> Report <b>Integrated</b> Questionnaire/ survey Diary/ journal <a href="#">Framework and Features</a>	<b>Focused</b> Poetry <b>Integrated</b> Playscript <a href="#">Framework and Features</a>	<b>Focused</b> Recount <b>Integrated</b> Descriptive <a href="#">Framework and Features</a>

<p><b>Language</b></p>	<p><b>Reading Skills <a href="#">Link</a></b>  Justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence  Clearly identify and retrieve relevant points and key ideas from different points in a text  Articulates personal responses to reading - close reference to the text  Distinguish between relevant and irrelevant information</p> <p><b>Spelling</b>  <a href="#">Curriculum Content</a></p> <p><b>Grammar</b>  Maintain meaning across paragraphs and short texts by:</p> <ul style="list-style-type: none"> <li>- Selecting sentence structures to link relationships within and between paragraphs</li> <li>- Using word groups and phrases</li> <li>- Using subjective, objective or evaluative language</li> <li>- Connectives to link forward or back to ideas in the text</li> </ul> <p><b>Punctuation</b>  Quotation marks to signal dialogue, titles and quoted speech  Communicating intended meaning in complex sentences including</p> <ul style="list-style-type: none"> <li>- Commas after introductory word/ phrase</li> <li>- Separate clauses</li> <li>- Brackets [] and parentheses ()</li> <li>- Dashes</li> <li>- Colons and bullets in a list</li> </ul> <p><b>Handwriting</b>  Use a black or blue pen for language and maths work  Consistent size and letter spacing  Cursive, legible, accurate style  Writing with a slope  Proportions</p>	<p><b>Reading Skills <a href="#">Link</a></b>  Confidently scan and skim to non-fiction texts to speed research  Comments on the success of a text providing evidence that refers to language theme and style</p> <p><b>Spelling</b>  <a href="#">Curriculum Content</a></p> <p><b>Grammar</b>  Maintain meaning across paragraphs and short texts by:</p> <ul style="list-style-type: none"> <li>- Selecting sentence structures to link relationships within and between paragraphs</li> <li>- Using word groups and phrases</li> <li>- Using subjective, objective or evaluative language</li> <li>- Connectives to link forward or back to ideas in the text</li> </ul> <p><b>Punctuation</b>  Communicating intended meaning in complex sentences including</p> <ul style="list-style-type: none"> <li>- Commas after introductory word/ phrase</li> <li>- Separate clauses</li> <li>- Brackets [] and parentheses ()</li> <li>- Dashes</li> <li>- Colons and bullets in a list</li> </ul> <p><b>Handwriting</b>  Use a black or blue pen for language and maths work  Consistent size and letter spacing  Cursive, legible, accurate style  Writing with a slope  Proportions</p>	<p><b>Reading Skills <a href="#">Link</a></b>  Explain how the author has used different language features and their effect of these on the reader  Recognise the use of irony and comment on the writer's intention e.g. sarcasm</p> <p><b>Spelling</b>  <a href="#">Curriculum Content</a></p> <p><b>Grammar</b>  Maintain meaning across paragraphs and short texts by:</p> <ul style="list-style-type: none"> <li>- Selecting sentence structures to link relationships within and between paragraphs</li> <li>- Using word groups and phrases</li> <li>- Using subjective, objective or evaluative language</li> <li>- Connectives to link forward or back to ideas in the text</li> </ul> <p><b>Punctuation</b>  Review and maintain punctuation learnt</p> <p><b>Handwriting</b>  Use a black or blue pen for language and maths work  Consistent size and letter spacing  Cursive, legible, accurate style  Writing with a slope  Proportions</p>
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<p><b>Outcomes</b></p>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Speak confidently in formal and informal contexts</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Explore autobiography and biography, and first and third person narration.</li> <li>● Distinguish between relevant and irrelevant information</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes a report highlighting the taught framework and features</li> <li>● Make notes for different purposes, using simple abbreviations and writing 'in your own words'</li> <li>● Develop knowledge of word roots, prefixes and suffixes</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Explores and uses visual communication in order to express own ideas and interpret the ideas of others.</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Performance poetry, reading to an audience</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Explore how poets manipulate and play with words and their sounds.</li> <li>● Comment on the writer's use of language, demonstrating an awareness of its impact on the reader.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes poetry highlighting the taught framework and features</li> <li>● Writes figurative language poems</li> <li>● Using punctuation to communicate intended meaning in complex sentences</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Identify factors that influence personal reactions to visual texts</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Express and explain ideas clearly, making meaning explicit</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets.</li> <li>● Compare the language, style and impact of a range of non-fiction writing.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes a recount highlighting the taught framework and features</li> <li>● Use paragraphs, sequencing and linking them appropriately to support overall development of the text.</li> <li>● Maintain punctuation learnt</li> </ul>
<p><b>Maths</b></p>	<p><b>Curriculum Content - <a href="#">Link</a></b></p>	<p><b>Curriculum Content - <a href="#">Link</a></b></p>	<p><b>Curriculum Content - <a href="#">Link</a></b></p>
<p><b>Outcomes</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Multiply two-, three-, or four- digit numbers (including sums of money) by a single digit number and two- or three-digit numbers by two-digit numbers</li> <li>● Use logical reasoning to explore and solve number problems and mathematical puzzles</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Find the perimeter and area of polygons</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Describe and identify the position of an object on a grid of squares where rows and columns are numbered and/or lettered</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams</li> <li>● Find the mean, mode, range and median of a set of data</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Divide three-digit numbers by single-digit numbers, including those leaving a remainder and divide three-digit numbers by two digit numbers (no remainder) including sums of money</li> <li>● Use logical reasoning to explore and solve number problems and mathematical puzzles</li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>● Identify relationships between numbers and make generalised statements using words, then symbols and letters, e.g. the second number is twice the first number plus 5 (<math>n, 2n+5</math>)</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Describe and identify the position of an object on a grid of squares where rows and columns are numbered and/or lettered</li> <li>● Predict where a polygon will be after reflection</li> </ul> <p><b>Data Handling</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Recognise and use the equivalence between and among decimal and fraction forms</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Understand everyday systems of measurement in length, weight, capacity, temperature and use these to perform simple calculations</li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>● Recognise and extend number sequences</li> <li>● Identify relationships between numbers and make generalised statements using words, then symbols and letters, e.g. the second number is twice the first number plus 5 (<math>n, 2n+5</math>)</li> </ul> <p><b>Shape and Space</b></p>

		<ul style="list-style-type: none"> <li>List possible outcomes of chance experiments involving conditions and constraints</li> </ul>	<ul style="list-style-type: none"> <li>Measure, describe and compare angles</li> </ul> <b>Data Handling</b> <ul style="list-style-type: none"> <li>Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li><i>Forces Unit is spread over two UOI due to PYP Exhibition</i></li> </ul>	<b><u>Forces and Energy</u></b> <b><u>Forces</u></b> Cambridge Science Grade 6 Unit 4 4.1-4.8 Mass and weight How forces act Balanced and unbalanced forces The effects of forces Forces and energy Friction Investigating friction Air resistance and drag  <i>What is the relationship between forces, movement and energy? <b>Change</b></i>	<b><u>Forces and Energy</u></b> <b><u>Forces</u></b> Cambridge Science Grade 6 Unit 4 4.1-4.8 Mass and weight How forces act Balanced and unbalanced forces The effects of forces Forces and energy Friction Investigating friction Air resistance and drag  <i>What is the relationship between forces, movement and energy? <b>Change</b></i>	<b><u>Living Things</u></b> <b><u>Global warming</u></b> Cambridge Science Grade 6 Unit 2 2.5 - 2.9 Deforestation Air pollution Acid rain Recycling Take care of your environment  <i>What are the visible effects of global warming? <b>Causation</b></i>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Recognise and use units of force, mass and weight and identify the direction in which forces act.</li> <li>Understand the notion of energy in movement</li> <li>Recognise friction [including air resistance] as a force which can affect the speed at which objects move and which sometimes stops things from moving</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use units of force, mass and weight and identify the direction in which forces act.</li> <li>Understand the notion of energy in movement</li> <li>Recognise friction [including air resistance] as a force which can affect the speed at which objects move and which sometimes stops things from moving</li> </ul>	<ul style="list-style-type: none"> <li>Describe causes and effects of deforestation, air pollution and acid rain</li> <li>Explains the waste hierarchy of reduce, reuse, recycle [3r's]</li> <li>Identifies ways to conserve water and energy.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Make a variety of observations and measurements using simple apparatus correctly</li> <li>Use tables, bar charts and line graphs to present results</li> <li>Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.</li> </ul>	<ul style="list-style-type: none"> <li>Make a variety of observations and measurements using simple apparatus correctly</li> <li>Use tables, bar charts and line graphs to present results</li> <li>Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions using scientific knowledge and understanding</li> <li>Identify factors that are relevant to a particular situation</li> <li>Use tables, bar charts and line graphs to present results</li> <li>Say whether and how evidence supports any predictions made.</li> </ul>
<b>Social Studies</b>	<b><u>Social organization and culture</u></b> Identify the ways in which individuals, groups and societies interact with each other	<b><u>Social organization and culture</u></b> Ways in which individuals, groups and societies interact with each other.	<b><u>Social organisation and culture</u></b> <b><u>Resources and the environment</u></b>

	Reflect on opportunities to contribute actively to the community at a range of levels, from local to global		Distinguish between personal beliefs and belief systems. Identify the source of beliefs. Reflect upon how beliefs affect the individual and society. Document examples of conflict (local and global) and identify the causes and consequences. Reflect on his or her own strategies in dealing with situations of personal conflict.
<b>Art</b>	<b>Exhibition</b> <i>How can we use art to provoke audience interest?</i> <b>Connection</b>	<b>Light time based</b> <i>How can one person's perspective affect how others view their surroundings?</i> <b>Perspective</b> CURRICULUM CONTENT Video Graphic design, digital media, installation, video animation, short films Logo design, composition, use of colour, shape, line. planning, connection Design an app.	<i>How can artistic expression change the world?</i> <b>Perspective</b> CURRICULUM CONTENT Art creates feelings that may spur thinking, engagement, and even action. Art presents reality in a way that may change the vision and perspective of audience towards the world. Creating art in response to styles of modern influential artists
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Exhibition display is visually pleasing to attract an audience</li> <li>Personal communication of the exhibition inquiry through Art</li> </ul>	<ul style="list-style-type: none"> <li>Uses the elements and principles of design to create an original piece of visual art</li> <li>Includes evidence of artforms studied in own creations</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role and relevance of visual arts in society</li> <li>Create artwork in response to a variety of stimuli.</li> </ul>
<b>PSPE</b>	<b>Individual Pursuits - Athletics</b> <b>Data influences an athlete's performance</b> <b>Form:</b> <i>How can we record data?</i> <b>Causation:</b> <i>How is data formed?</i> <b>Connection:</b> <i>How is the data used influence my performance?</i> CURRICULUM CONTENT Students practice their individual techniques -Running, jumping and throwing -Collect and record individual results using a variety of different data collection techniques Students to self and peer assess	<b>Movement combination</b> <b>Dancers/choreographers can experiment with their creativity</b> <b>Function:</b> <i>How do we use creativity in a performance?</i> <b>Form:</b> <i>What is creativity?</i> <b>Perspective:</b> <i>How can a performance appeal to multiple audiences?</i> CURRICULUM CONTENT Introduction to the different genres of music Students to create a dance performance in small groups. Concentrating on: levels, shapes, cannon, unison, direction  <b>Swimming</b> CURRICULUM CONTENT Further development Floating - supine and prone	<b>Team Games</b> <b>The way we plan, carry out and evaluate effects and changes the outcome to a game</b> <b>Function:</b> <i>How can we plan, carry out and evaluate our strategy?</i> CURRICULUM CONTENT Students take part in a variety of team activities in which students: - Think about their plan of strategy, their performance and reflection on their performance. This can be carried out through any team or paired game i.e. Badminton, Basketball, Football, Handball, Bench ball etc.... Teacher discretion and facility available

		<p>Push and Glide - turn &amp; kick          Fun games in the pool          Kicking - (Supine and Prone) straight legs floppy ankles          Introduction to arm - High elbow, fingertip entry, pull to hip</p>	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Evaluate their athletic performance and understands how they can improve</li> <li>Refine their ability to collect and record results</li> </ul>	<p>[Girls]</p> <ul style="list-style-type: none"> <li>Express feelings and moods using imagination or original ideas to create more complex movement sequence.            Begin to recognise techniques and forms of dance</li> </ul> <p>[Boys]</p> <ul style="list-style-type: none"> <li>Have an appreciation of the swimming safety rules and continue to develop their overall water confidence</li> <li>Continue to develop their individual freestyle swimming techniques</li> </ul>	<ul style="list-style-type: none"> <li>Combine selected movement skills in a variety of group/team activities/games, including innovative activities</li> <li>Demonstrate independence and responsibility for their own learning</li> </ul>
<b>Music</b>	<p><b>Musicians as role models</b>  <i>Why are musicians expected to be good role models?</i>  <b>Perspective</b>          SKILLS          Developing vocal and aural skills          CURRICULUM CONTENT          Perform simple to complex melodies and ensemble pieces with accompaniments on tuned and untuned percussion.</p>	<p><b>The role of music in media</b>  <i>Why is music a powerful tool in the media and in advertising?</i> <b>Perspective</b>          SKILLS          Distinguish and describe musical elements          CURRICULUM CONTENT          Andrew Lloyd Webber - his life and his musical creativity.</p>	<p><b>Feel the beat</b>  <i>What environmental factors influence the use of rhythm in different cultures?</i> <b>Function</b>          SKILLS          Acquisition of rhythmic knowledge          CURRICULUM CONTENT          Creating rhythmic patterns from listening blocks and group playing of drums</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Sings voice parts with increasing control, confidence and expression</li> <li>Sings or plays expressively, using suitable dynamics, tempi and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>Performs with increasing accuracy in solos and ensembles</li> <li>Explores, creates and organises simple musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Develops ensemble skills and an awareness of audience</li> <li>Reads all notes of the grand staff with competence</li> </ul>
<b>ICT Integration</b>	<p><b>Fame and technology</b>  <b>Connection:</b> <i>How can research become a visual presentation?</i>          CURRICULUM CONTENT          Advanced Internet Research Techniques          Narrowing and specifying searches,          Applying filters          Reliability and validity of data          Research on role models          Research on famous people in technology</p>	<p><b>Video editing</b>  <b>Function:</b> <i>How can we use technology to express ourselves?</i>  <b>Perspective:</b> <i>Which technological tools are useful in self expression?</i>          CURRICULUM CONTENT          Shoots and edit video          Designs a playful cartoon that can communicate messages using a range of sounds</p>	<p><b>Creating Podcasts</b>  <b>Connection:</b> <i>How can we use technology(podcasts) to create awareness of global issues?</i>  <b>Causation:</b> <i>How do code work to make the Microbit behave in determined ways?</i>          CURRICULUM CONTENT          Use Soundtrap to create and edit a podcast with music and sound effects.</p>

<b>Digital Literacy and computational thinking/ Coding</b>	<b>Presentations</b> CURRICULUM CONTENT Explore a range of presentation Apps - Google Slides, Prezi, PowToon, Sutori to create timelines and stories	<b>Introduction to Python Programming</b> CURRICULUM CONTENT Learn about Python as a programming language Learn python expressions, variable and their application Create simple programs in Python Program a MicroBit using Python	<b>Programming MicroBits</b> CURRICULUM CONTENT Explore the Microbit Programme a simple game of Rock, Paper Scissor using Make Code on a MicroBit Connect a Microbit to LEDs and programme a simple traffic light that produces different coloured light signals
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Determine the reliability and validity of data found online</li> <li>● Present research information in appropriate forms.</li> <li>● Create multimedia presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Use a range of digital tools to shoot and edit videos</li> <li>● Write simple programs in python</li> </ul>	<ul style="list-style-type: none"> <li>● Successfully programme a traffic lights using the microbit</li> <li>● Create a simple podcast.</li> </ul>