



Year 6

Termly Curriculum Overview

Spring Term 1

Religious Education	<p>Daily collective worship themes: New Year Friendship Wonder Good/Bad Candlemas/Light Celebration</p> <p>Religious Education <u>Sources</u> –The children will examine the structure of the Bible and will learn to locate specific stories, letters, psalms and parables using specific Bible references. They will understand the importance of the four Gospels and see how the Bible is ultimately the story of God’s love.</p> <p><u>Unity</u> – The children will understand what nourishes or spoils friendship and unity. They will create a poem about friendship and contemplate Jesus’ prayer for unity. The children will research, consider and write a guide on Holy Communion</p>
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Maths	<p>Coordinates and shape using given dimensions and angles</p> <ul style="list-style-type: none"> •Describe, draw, translate and reflect shapes on a co-ordinate plane •Recognise and construct 3-D shapes •Name and illustrate parts of a circle <p>Fractions</p> <ul style="list-style-type: none"> •Represent multiplication involving fractions •Multiply two proper fractions •Divide a fraction by an Integer <p>Decimals and measures</p> <ul style="list-style-type: none"> •Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as
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	<p>imperial units</p> <ul style="list-style-type: none"> • Calculate the area of parallelograms and triangles • Calculate, estimate and compare the volume of cuboids <p>Basic Skills Number, place value, times tables and calculation strategies, as well as recapping key learning, are revisited during daily Maths Meeting sessions.</p>
<p>English Reading</p>	<p>Shackleton's Journey</p> <p>The children will be reading Shackleton's Journey which charts the incredible journey of Ernest Shackleton in the 1900's as he journeys in a ship named Endurance into Antarctica. The children will examine the authors' use of layout and how they have organised the factual information. They will also be asked to summarise information from different places in the text and share their opinions on the layout and features used.</p> <p>The children will also read extracts from suspenseful narratives and magazine articles before applying the features they discover into their own writing detailed below.</p> <p>Guided reading sessions: Pupils will analyse a range of texts and answer questions linked to the different assessment focus. Pupils will retrieve information, visualize scenes, explore the use and effect of vocabulary, summarize main ideas and ask questions. They will also develop their skills of inference and deduction, justify their answers with evidence and predict what may happen from details stated and implied.</p> <p>The themes covered this half term are:</p> <ul style="list-style-type: none"> • Novels volume 1 • Civil Rights • Spies • Songs • Light
<p>English Spelling, Punctuation, Grammar</p>	<p>Grammar Continuing revision of basic sentence components: model verbs, prepositions, progressive tenses, perfect tenses and the subjunctive form</p> <p>Punctuation Brackets, dashes, ellipses, inverted commas, colons and semi-colons</p> <p>Spelling Statutory word list for Year 6</p>
<p>English Writing</p>	<p>Independent writing All writing is independent. The children will produce pieces of work based upon the text types studied, ensuring that they use the appropriate features and a high level of grammatical features.</p> <p>Shackleton's Journey Endurance narrative: The children will study how to create suspense during a fictional text. They will draw on their knowledge of descriptive writing and combine this with a range of sentence structures (such as those involving commas and semi – colons) to create an engaging and thrilling narrative based on Ernest Shackleton and his incredible journey in Antarctica.</p> <p>Magazine article: In the second writing block of the half term, the children will be using their knowledge of Ernest Shackleton and the Polar regions to create a magazine article about his expedition. The children will be expected to convey factual, interesting information about the journey using formal standard English as well as analysing if the decisions he made on his journey were the correct ones.</p>

<p style="text-align: center;">Science</p>	<p>Living things and their habitats</p> <p>The children will build on their previous learning about grouping living things (Year 4) by looking at the classification system in more detail. They will be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. They will classify animals into invertebrate subgroups (insects, annelids, arachnids, echinoderms, molluscs, crustaceans and protozoa) and vertebrate subgroups (fish, amphibians, reptiles, birds and mammals). They will describe how living things are classified into groups according to common observable characteristics based on similarities and differences. Pupils will research the significance of the work of the Swedish scientist Carl Linnaeus, a pioneer of classification. Pupils will work scientifically by using classification systems and keys to identify animals and/or plants in their immediate and local environment.</p>
<p style="text-align: center;">History</p>	<p>The Ancient Maya</p> <p>In this unit, the children will learn about a non-European society – the Maya civilization c.900 AD – that provides contrasts with British history. The children will explore the world of the Maya: they will produce a timeline of the main events in Maya history; research key aspects of the Maya civilization including farming, foods, writing and gods. The children will deduce information about the Maya by using their prior knowledge of other civilizations by comparing Maya pyramids with Egyptian pyramids. They will learn about historical interpretations and understand why different historians have different opinions as to how the Maya declined. The children will recognize the lasting influence of the Maya on today’s world.</p>
<p style="text-align: center;">Physical Education</p>	<p>Tag rugby</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others’ performances.</p> <p>Gymnastics</p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances.</p>
<p style="text-align: center;">Computing</p>	<p>Blogging</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • identify the purpose of writing a blog and its key features. • plan the theme and content for a blog and write the content. • consider the effect upon the audience of changing the visual properties of the blog. • understand the importance of regularly updating the content of a blog. • understand how to contribute to an existing blog. • understand how and why blog posts are approved by the teacher.
<p style="text-align: center;">Design Technology</p>	<p>Food</p> <p>Celebrating culture & seasonality</p> <p>Linking in with their History topic on Ancient Maya, the children will learn about foods that originate in Central America and use some of these ingredients to create a Mexican chilli dish. The children will celebrate different cultures and seasonality by planning their recipe step by step, preparing and cooking the ingredients and tasting their finished dish. They will self-evaluate their product, considering what</p>

	they did well and what changes could be made if they were to make the dish again.
Music	<p>Lean On Me</p> <p>During this half term, the children will be learning 'Lean on Me' by Bill Withers. They will also be listening and appraising other gospel tunes which follow the same theme of companionship and friendship. The children will have the opportunity to explore the pulse and rhythm of the melody before learning to play the tune and improvising with the notes to create their own pieces of music on the xylophones and glockenspiels.</p>
French	<p>At the café</p> <p>In this unit of work, the children will learn the vocabulary and phrases needed to order food and drink in French. They will be able to read these words from a menu to select the food they wish to eat. They will also learn the vocabulary needed to ask for the bill when prompted.</p>
PHSE	<p>Drug, alcohol and tobacco education</p> <p>In this unit, pupils will learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. They will learn to assess the level of risk in different situations involving drug use. They will also learn how to manage risk in situations involving drug use.</p>
Relationships, Sex Education	<p>Physical</p> <p>Pupils will explain how human life is conceived.</p>