



Year 6

Termly Curriculum Overview

Spring Term 2	
Religious Education	<p>Religious Education - Death and New Life</p> <p>In this unit, the children will build on their knowledge of Lent as a time where Christian people prepare for the celebration of the sacrifice of Jesus. They will explore how loss and death bring change. They will also learn about the Church's seasons of Lent, Holy Week and Easter and the suffering, death and resurrection of Jesus and how this led to new life. The children will be celebrating their new knowledge at the end of the unit through collective worship and sharing Easter greetings with each other and their families.</p>
Maths	<p>Percentage and statistics</p> <p>Calculate and compare percentages of amounts</p> <ul style="list-style-type: none"> •Connect percentages with fractions •Explore the equivalence of fractions, decimals and percentages •Calculate the mean •Construct and interpret lines graphs and pie charts •Compare pie charts <p>Proportion problems</p> <ul style="list-style-type: none"> •Use fractions to express proportion •Identify ratio as a relationship between quantities and as a scale factor •Unequal sharing involving ratio <p>Basic Skills</p> <p>Number, place value, times tables and calculation strategies, as well as recapping key learning, are revisited during daily Maths Meeting sessions.</p>
English Reading	<p>Dreams of Freedom</p> <p>The children will be reading Dreams of Freedom compiled by Amnesty International. This fantastic children's book combines the words of human rights heroes such as Nelson Mandela, the Dalai Lama and Anne Frank. The children will be analysing the impact the words have on the reader as well as examining the imagery used and the social and historical context in which the words were written.</p> <p>To support them in their writing this half term, the children will also be reading sections of the Universal Declaration of Human Rights and 'Freedom: Short Stories Celebrating the Universal Declaration of Human Rights.' They will also have access to a range of</p>

	<p>formal letters written to MP's about issues in the local area and narratives written about characters who have overcome adversity.</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>These are the themes covered this half term:</p> <ul style="list-style-type: none"> • Resilience • Drugs and alcohol • Children's Classics volume 2 • Electricity • Notable people volume 1 • Population
<p>English Spelling, Punctuation, Grammar</p>	<p>Grammar The children will look at determiners, direct and indirect speech and standard English.</p> <p>Punctuation Colon to introduce a list Semi-colons for more elaborate lists Embedding the use of commas to create a range of subordinating clauses</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>Dreams of Freedom Letter to an MP: The children will begin this unit by exploring the issues facing many people both across the world and closer to home. They will then use the declaration of human rights to choose an issue which they feel is important to them. Using models and examples, they will then write a formal, persuasive letter to their local MP stating what they feel needs to be done to create a better world and why. The children will be expected to use a range of sentence structures to provide clear justified points, with evidence, for the reader.</p> <p>Freedom narrative: Using their knowledge of the declaration of human rights, the children will be writing a story focusing on the real – life implications their letter could bring to a child. They will use a range of literary devices to convey to the reader the negative position the character was in before writing about how their situation has changed for the better because of the actions of an individual or group of people.</p>
<p>Science</p>	<p>Evolution and Inheritance Building on their work on fossils from the topic on rocks in year 3, the children will find out more about how living things on Earth have changed over time and understand that fossils provide information about living things that inhabited the Earth millions of years ago. The children will also be introduced to the idea that characteristics are passed from parents to their offspring. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. For instance, they may examine breeds of dogs, and</p>

	<p>consider what happens when, for example, Labradors are crossed with Poodles. The children will move on to identifying how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. They will appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils will also learn about the work of Charles Darwin.</p>
Geography	<p>Protect our World</p> <p>In this unit of work, the children will be recognising the effect global warming has on the planet. They will study the impact this is having on the Arctic regions. The children will describe and understand key aspects of the distribution of natural resources including energy, minerals and water; use maps, atlases and globes to locate countries and describe features studied. They will learn about the impact of burning fossil fuels. They will learn about sustainable energy forms and the impact these energies have on protecting the world from global warming. Pupils will learn about plastic pollution and the impact global warming is having on animal and plant species in the UK and across the world.</p>
Physical Education	<p>Athletics</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>Dance</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>
Computing	<p>Text Adventures</p> <p>This unit follows on from the Year 6 Coding Unit. In this unit, children will plan a story adventure, make a story-based adventure, introduce a map-based text adventure and code a map-based text adventure.</p>
ART	<p>Textiles – Maya prints</p> <p>In this unit, the children will explore Mayan patterns and their features. They will create a design inspired by Mayan influences and will create a stamp using string. They will then print this stamp to create a tapestry.</p>
PSHE	<p>Identity, society and equality</p> <p>Linking closely with 'Dreams of Freedom' in this unit, the children will explore what migration means. They will identify why people move from one place to another. They will also learn about human rights and the UN Convention on the Rights of the Child. Pupils will also learn about homelessness and the organisations that work to support people without a home.</p>