

Year 6 Spring Term Curriculum Overview 2022

Subject	Half Term 1	Half Term 2
English	<p><u>Narrative: Significant Authors</u> Northern Lights by Phillip Pullman The children will explore the atmosphere created. They will compare film and books and write scenes for film.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • use a range of conjunctions to create compound and complex sentences; • use expanded noun phrases to convey complicated information concisely. <p><u>Non Fiction: Non-chronological reports and journalistic writing</u> Arthur Spiderwick’s Field Guide to the Fantastical World Around You by Tony DiTerlizzi and HollyBlack The children will explore authorial voice. They will learn to use precise adjectives to create imagery and write in a range of genres/forms taking account of audience and purpose.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • understanding active and passive moods. • to use punctuation for effect. • explore a range of cohesive devices within and between paragraphs. 	<p><u>Non Fiction: Persuasion</u> The Tin Forest by Helen Wood & Wayne Anderson The children will explore the concept of The Tin Forest as a link into environmental issues and climate change. They will learn to use techniques for persuasive writing.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, • using modal verbs in writing, • using expanded noun phrases, • using and understanding the grammatical terminology <p><u>Narrative Poetry:</u> The Visitor by Ian Serraillier The children will explore the sequence of events in the poem through careful reading and analysis. They will look for organisational features such as the use of stanzas, rhyme scheme and rhythm. They will analyse the descriptive quality of the poem including the use of vocabulary, description and figurative language.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • metaphors and similes • use of powerful vocabulary • organisation of stanza
	<p><u>Reading</u> The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. They will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They are expected to complete a minimum of two reading comments each week from a wide range of tasks at home and school. During guided reading lessons, the children will read and discuss a variety of texts and genres in a small group lead by a teacher, developing their comprehension skills. Books will be selected dependent on their ability.</p> <p><u>Spelling/Phonics</u> Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games, homework and dictations using spelling rules.</p> <p><u>Handwriting</u> Handwriting will continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.</p>	

<p>Mathematics</p>	<p>Fractions: Continuation from autumn term.</p> <ul style="list-style-type: none"> • multiply fractions by whole numbers. • multiply fractions by fractions. • divide fractions by whole numbers. • four rules with fractions. • calculating fractions of an amount. <p>Decimals The children already have an understanding place value up to 2 decimal places, however it would be useful to recap this.</p> <ul style="list-style-type: none"> • decimals up to 2 decimal places Recap • understanding hundredths Recap • three decimal places • multiplying decimals by whole numbers • dividing decimals by whole numbers • decimals as fractions • changing fractions to decimals <p>Percentages</p> <ul style="list-style-type: none"> • understanding percentages Recap • fractions to percentages • finding equivalent fraction/decimal/percentages (FDP) • ordering FDP • percentages of an amount • percentages – missing values 	<p>Properties of Shape including Angles</p> <ul style="list-style-type: none"> • classifying 2-D shape: triangles and quadrilaterals • parts of a circle • using the relationship between diameter and radius • using a protractor to measure angles • draw lines and angles accurately Recap • introduce properties of angles • angles on a straight line Recap • angles around a point Recap • calculate angles • vertically opposite angles • angles in a triangle • finding missing angles • angles in quadrilaterals • angles in regular polygons • draw regular polygons accurately • naming and identifying the properties of 3-D shapes • draw nets of 3-D shapes <p>Measurement: Converting units</p> <ul style="list-style-type: none"> • converting metric units • calculate metric units • miles and kilometres • imperial measures <p>Perimeter, Area and Volume</p> <ul style="list-style-type: none"> • area of shapes – Recap • area and perimeter • area of a triangle • area of a parallelogram • what is volume? Recap • volume of a cuboid
<p>These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in problem solving. They will also apply their mathematical knowledge to science and other subjects.</p>		
<p>Science</p>	<p><u>Light - Physics</u> The children will learn to recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. They will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and they will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><u>Animals including humans – Biology</u> Children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; describe the ways in which nutrients and water are transported within animals, including humans.</p>

	<p>When working scientifically, the children will investigate the relationship between light sources, objects and shadows and explore the work of scientists and scientific research.</p> <p>They will:</p> <ul style="list-style-type: none"> • Using scientific knowledge to ask questions and draw conclusions • Planning different types of enquiry • Controlling variables where necessary • Taking accurate measurements 	
Computing	<p><u>Online Safety</u> These computer based activities provide in-depth coverage of computing related online safety aspects such as online safety behaviour, screen time and being able to identify secure websites, spoof websites, phishing and other email scams.</p>	<p><u>Spreadsheets</u> In computing, the children will learn how to navigate around a spreadsheet; they will learn to explain what rows and columns are and enter data including text, numbers and images into cells. Pupils will to enter simple formulae into cells and begin to start using a spreadsheet to model a real-life situation and use calculations to work out mathematical problems.</p>
	<p><u>Online Safety</u> Throughout computing lessons, the children will discuss essential online-safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.</p>	
Art & Design/ Design Technology (DT)	<p><u>Art: A Sense of Place</u> The children will explore the rural and/or urban landscape as a starting point for two-dimensional work. They will record their observations through drawing and photography. They will use shape, form, space, colour, texture and pattern to develop and communicate their ideas. They will consider the concepts, methods and materials employed by artists who have responded to landscapes in different ways such as through colour, tone and composition.</p>	
History Geography	<p><u>South America – The Amazon</u> Children will locate the World’s countries, using maps. They will be concentrating the continent of South America’s environmental regions, key physical and human characteristic, countries and major cities. The children will find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected.</p>	<p><u>Protecting the Environment</u> In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p>
Modern Foreign Language: French	<p><u>Football champions</u> Pupils develop many important strategies in this football themed topic, which they can use in their future learning of other languages and subjects. Children develop their speaking and listening skills; asking and responding to questions about football as well as working on their written French by adapting football player profiles.</p>	<p><u>In My French House</u> Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p>
Music	<p><u>Composition: Silent Movies</u> This term, the children will discuss different starting points, which inspire composition before exploring how the music for a silent movie reflects the story. They will invent symbols to represent percussion sounds and explore how these sound effects contribute to the action and slapstick humour of</p>	

<p>Taught by Mrs. Orton</p>	<p>the film. They will also discuss how the tempo and metre of the music can be changeable to reflect the action happening in the story. The children will then work in groups to compose a musical score for another silent movie, exploring and refining ideas for melodies and sound effects before performing their compositions.</p>	
<p>PE Taught by Mr. Wylie</p>	<p><u>Gymnastics – Matching and mirroring</u> Within gymnastics, the children will be introduced to matching/mirroring, application of matching/mirroring onto apparatus and sequence development.</p> <p><u>Tag Rugby</u> The children will be consolidating passing, moving and defending, creating an understanding and applying attacking/defending tactics in game situations and will be consolidation attacking and defending in mini games.</p>	<p><u>Dance – The Circus</u> In dance, the children will be developing their skills through the theme of carnival. They will be developing their performance through technical control and rhythm in a group, creating rhythmic patterns using the body, experiencing dance from a different culture and choreographing elements including still imagery.</p> <p><u>Tennis</u> The children will be developing their skills through game application. They will be exploring singles, doubles and round robin tournaments and experiencing officiating and have a detailed understanding of scoring.</p>
<p>At the end of every unit, children will compete in an inter-class competition where they can display all the skills and techniques they have learnt through matches and competition.</p>		
<p>Personal, Social, Health and Economic Education (PSHE)</p>	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> • Belonging to a Community: Valuing diversity; challenging discrimination and stereo-types • Media Literacy and Digital Resilience: Evaluating media sources; sharing things online • Money and Work: Influences and attitudes to money; money and financial risks 	
<p>RE Taught by Mrs. Orton</p>	<p><u>Holocaust</u> We will begin the term by reflecting upon Holocaust Memorial Day, which takes place in January. The children will learn about the lives of children caught up in the early events of the Holocaust and will explore the impact of the humanitarian kinder-transport operation. Through this, we will consider prejudice, courage and faith and reflect on the choices people make and ideas of right and wrong.</p> <p><u>The use of art and drama in religion to enrich faith</u> We will also continue to learn about Christianity and Buddhism, focusing on what the sources of wisdom in different traditions are and how religious faith can be expressed in literature, poetry and other creative arts. We will use a range of artefacts, art, drama and song to explore the different ways people express meaning, for example the children will explore statues of the Buddha to investigate how the mudras (hand gestures) can communicate meaning.</p>	<p><u>The life of Jesus</u> After half term, we will consider the impact of Easter by exploring the question ‘<i>Why do Christians think Jesus was resurrected?</i>’ We will investigate Gospel texts to find evidence for our opinions and discuss the key Christian concepts of incarnation, salvation, sacrifice, resurrection and hope, connecting these to the Christian belief in the death of Jesus as a sacrifice and drawing conclusions on the impact this has on the lives of Christians.</p>