

# Year 6 Spring Term 2021 Curriculum Overview

## Whole School Theme: Our Planet

<u>Skills</u>		
<p><b>Research</b></p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings,</p>	<p><b>Communication</b></p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p><b>Self-Management</b></p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p><b>Social</b></p> <p>Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship</p>	<p><b>Critical Thinking</b></p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>	

<b>Maths</b>	<b>English</b>	<b>Science</b>	<b>History</b>
<p><b>Number – Multiplication and Division:</b> Use formal written methods to estimate, calculate and check HTO x TO (e.g. 345 x 67). Multiply decimals by whole numbers.</p> <p><b>Number – Decimals:</b> Multiply one-digit numbers with up to two decimal places by whole numbers</p>	<p>Novel Study: 'Holes' by Louis Sachar. All boys should have a copy of this novel and were tasked with reading the book during the Christmas holidays.</p> <p>Comprehension: Using VIPERS as a reading strategy we will decode the story of Holes and analyse Sachar's writing style.</p> <p>Composition: We will use 'Holes' as a springboard to our writing tasks. Creating</p>	<p>During the first half of this term the boys will be investigating the human body. This will involve investigating the function of blood in the body, the heart and circulatory system. The boys will also find out further information about a healthy body, lifestyle and diet. The boys will also research the dangers of smoking and alcohol abuse.</p>	<p>We will be looking at the story of The Titanic and its fateful voyage.</p> <p>We will look at the building of The Titanic and its magnificence along with who was on board the Titanic and the reasons why.</p> <p>We will explore who is to blame for the sinking of The Titanic and how the future of safety measures on ships were affected by the sinking of the Titanic.</p>

<p><b>Measurement (mass):</b> Convert from smaller to larger standard units of mass and vice versa, use decimal notation up to three decimal places.</p> <p><b>Number – Fractions:</b> Solve problems that involve adding, subtracting, multiplying and dividing fractions. Use common factors to simplify fractions.</p> <p><b>Number – Ratio and Proportion:</b> Recognise and solve ratio and proportion problems, involving numbers, shapes and scale drawings.</p> <p><b>Statistics:</b> Interpret and construct pie charts and line graphs and use them to solve problems. Calculate and interpret the mean as an average.</p>	<p>leaflets, letters, diary entries, advertisements and reports.</p> <p>Spelling and vocabulary: spelling and vocabulary will continue to be consolidated and extended. It would be useful if the boys all had access to a dictionary and a thesaurus.</p>		<p>We will consider the impact (economic and social) that occurred from the sinking of The Titanic.</p>
<b>Geography</b>	<b>Computer Science</b>	<b>Music and Drama</b>	<b>PE and Swimming</b>
<p><b>Global Pandemic:</b> consider the impact of COVID-19 across the world and how different countries have responded.</p> <p><b>Titanic:</b> use latitude and longitude co-ordinates to locate the important places in the Titanic's journey.</p> <p><b>Biomes:</b> Describe and understand the key aspects of climate zones, biomes and vegetation belts.</p> <p>Look at how different countries around the world are affected by climate change and how</p>	<p>Pupils will be working on the Enterprise Project that happens each Year. In this project we will learn the following computer Science skills.</p> <p>Logo Design Colour Palette Creation Web Design Internet Research Excel PowerPoint Skills</p> <p>As well as a number of construction and STEAM skills.</p>	<p>Pantastic! Auditioning, learning lines and learning songs.</p>	<p>Looking at our body's How to be healthy The importance of fitness. Muscular System The skeletal system Major Organs Half term tests 2 * 15-minute fitness sessions each week Wellbeing charts.</p>

<p>they are responding. Choose two case studies.</p> <p>Consider how our actions affect the future of our planet (responsibility)?</p>	<p>The Enterprise Project is directly linked to the Sustainable Development Goals and taking responsibility for our planet.</p> <p>Resources Needed – Pupils need Office. Apart from this other resource will be web-based.</p>		
<b>French</b>	<b>PSHEE</b>	<b>Art and Design</b>	
<ul style="list-style-type: none"> <li>• Recap greetings, learn some new ones &amp; go through online rules</li> <li>• <i>T'Choupi aime la galette</i> (story &amp; video) – story about French tradition of eating a special cake with a charm hidden inside, which takes place on Twelfth Night</li> <li>• Revisiting asking and giving personal information</li> <li>• Classroom instructions &amp; vocabulary with key questions to be asked in French during lessons</li> <li>• Describing your house, garden &amp; bedroom using longer subordinate clauses</li> <li>• <i>T'Choupi s'occupe bien de sa petite sœur</i> (story)</li> <li>• To continue with the topic: <i>La Famille</i></li> <li>• <i>Le Tigre qui s'invita pour le thé</i> (The Tiger Who Came to Tea - food &amp; drink)</li> <li>• To be able to ask and say the time</li> <li>• Ordering food &amp; drink using <i>La Chenille qui fait des trous</i> (The Hungry Caterpillar)</li> <li>• Describing your daily routine and a typical school day</li> </ul> <p><b>GRAMMAR</b></p>	<p>Using the book 'The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain Children' by Katherine Rundell we will explore the concepts of hope, mindfulness and wellbeing in a pandemic and as we prepare for transition to secondary school.</p>	<p><b>Titanic</b></p> <p>Design, draw and build a model of the Titanic.</p>	

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| <ul style="list-style-type: none"><li>• Looking at regular verbs in the present tense (starting with <i>jouer</i>)</li><li>• Looking at regular -IR and -RE verbs</li><li>• Looking at some more irregular verbs &amp; reflexive verbs</li><li>• Consolidation of possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses, notre/notre/nos, votre/votre/vos, leur/leur/leurs</i>)</li></ul> |  |  |  |
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