

Year 6 Spring Term 2021 Curriculum Overview

Whole School Theme: Systems and structures

| <u>Skills</u> | | |
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| <p>Research</p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings,</p> | <p>Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p> | <p>Self-Management</p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p> |
| <p>Social</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>Critical Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p> | |

| Maths | English | Science | History |
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| <p>Number – fractions: adding and subtracting fractions, multiplying and dividing fractions, solving fraction problems.</p> <p>Ratio and proportion: ratio, proportion and scale factors.</p> <p>Statistics: pie charts, line graphs, surveys and calculating the mean.</p> | <p><u>Novel Study: “Two Weeks with the Queen” by Morris Gleitzman</u></p> <p>READING PROGRESSION: continue to read a range of fiction, poetry, plays, non-fiction and reference books identifying themes and conventions by asking question to improve understanding. Continue to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. Continue to identify how language, structure and presentation contribute to meaning. Recommend books and justify choices.</p> <p>WRITING PROGRESSION: continue to plan, draft and edit writing identifying audience for and purpose of the</p> | <p>In Year 6 we will be investigating the classification of living things. The children will develop an understanding of how we can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. This includes microorganisms, plants and</p> | <p>We will investigate: Different types of government (cause; change) Rules and laws (function) The impact of rules and laws on citizens (responsibility)</p> <p>The way in which a government functions affects people’s lives.</p> <p>This is a broad conceptual statement and the boys will spend time exploring how different government systems function. We will be focusing on the United Nation’s Sustainable</p> |

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| <p>Number – multiplication and division: formal written methods of long division involving decimals.</p> <p>Measurement: perimeter and area, surface area, area of triangles and parallelograms.</p> | <p>writing. Boys will develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. They will assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring correct use of tense throughout a piece.</p> <p>SPELLING, LANGUAGE AND GRAMMAR: Continue to plug away at using accurate punctuation, spelling and language. Continue to ensure understanding and recognition of grammatical terminology.</p> | <p>animals we will also be investigating Linnaeus and his impact on classification</p> | <p>Development Goals making connections and providing context for the boys to see how government functions and decision-making affect our lives. By focusing on the SDG we will also discover how government decisions affect people around the world.</p> |
| <p style="text-align: center;">Geography</p> | <p style="text-align: center;">Computer Science</p> | <p style="text-align: center;">Music and Drama</p> | <p style="text-align: center;">PE and Swimming</p> |
| <p>Biomes</p> <p>Pupils continue to develop their understanding of world biomes and the key features and locations of biomes. Compare and contrast biomes. Understand how animals and plants have adapted to specific biomes.</p> <p>Prepare a case study and present it to the class.</p> | <p>Having now set up their companies and completed market research (using research skills and electronic questionnaires), Year 6 will now build an online marketing campaign and shop for their products.</p> <p>This will include</p> <p>Building a website Making an online video Presenting in Assembly</p> <p>They will then sell their products and create a final presentation of their learning.</p> | <p>Pantastic! Continue learning the script and songs. Record songs and work on staging ready for filming!</p> | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They need to show communication, collaboration and compete with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Continue with the Wellbeing Charts.</p> |
| <p style="text-align: center;">French</p> | <p style="text-align: center;">PSHEE</p> | <p style="text-align: center;">Art and Design</p> | |
| <ul style="list-style-type: none"> • Recap greetings, learn some new ones & go through online rules • <i>T'Choupi aime la galette</i> (story & video) – story about French tradition of eating a special cake with a charm hidden inside, which takes place on Twelfth Night • Classroom instructions & vocabulary with key questions to be asked in French during lessons • Pets & animals | <p>Online safety</p> <p>How to identify online risks. How and when to seek support. Online behaviour. Social media (pros and cons)</p> <p>Fundamental British Values</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Respect and Tolerance | <p>Op Art</p> <p>A style of abstract art that creates optical illusions with lines, shapes and forms.</p> | |

- Ordering food & drink
- Continue revision of numbers 1 to 100
- *La Chenille qui fait des trous* (The Hungry Caterpillar - food & drink)
- *T'Choupi fête son anniversaire* (story)
- Ordering food & drink
- Describing what you like to do in your free time & giving opinions and using justifications
- Matisse, colours & describing paintings

GRAMMAR

- Looking at genders - masculine and feminine nouns (**un**, **une** & **le** and **la**)
- The present tense of regular & irregular verbs, including further consolidation of 'être' and 'avoir'
- Consolidation of Possessive adjectives (**mon/ma/mes**, **ton/ta/tes**, **son/sa/ses**)
- Using je voudrais + **un** or **une** followed by the food item or drink

- Individual Liberty

Well-being and mindfulness activities