

Curriculum Overview - Year 6 Spring Term 1 - 2023

Whole School Theme: Systems and structures

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

Maths	English	Science	History
<p>Number – Negative numbers and BODMAS solving negative number problems; order of operations</p> <p>Algebra – solving simple formulae, using algebra to continue and solve number sequences, building formulae and solving problems with unknowns and variables</p> <p>Geometry – Properties of shape</p> <p>Drawing 2-D shapes accurately, reasoning about shapes and angles, calculating vertically opposite angles and solving missing angle problems.</p> <p>Number – Multiplication and Division: Use formal written methods to estimate, calculate and check HTO x TO (e.g. 345 x 67). Multiply decimals by whole numbers.</p> <p>Measurement (mass): covert between grams, kilograms and tonnes, using decimals to 3 places; solve problems involving mass</p>	<p><u>Novel Study: Wonder R J Palacio</u></p> <p><u>READING PROGRESSION:</u> 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><u>WRITING PROGESSION:</u> continue to plan, draft and edit writing identifying audience for and purpose of the 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><u>SPELLING, LANGUAGE AND GRAMMAR:</u> Continue to plug away at using accurate punctuation, spelling and language. Continue to ensure understanding and recognition of grammatical terminology.</p>	<p>In Year 6 we will be investigating the circulatory system.</p> <p>We will learn about:</p> <ul style="list-style-type: none"> • The Heart • Blood • Blood Vessels <p>Through our research and investigation, we will find out:</p> <ul style="list-style-type: none"> • How import nutrition and a healthy diet is to our bodies and the role blood plays in passing nutrients around the body. • How the heart reacts to exercise and how our muscles work • The impact of drugs and alcohol on our bodies. 	<p>We will discuss the history of the system of government that we use, we will look at why it is important, how it impacts us and how we can get involved.</p> <p>We will look at the origins of democracy vs tyranny</p> <p>We will discover the similarities and differences between different forms of democratic government, as well as governments that are not based around democracy.</p> <p>Using our own understanding we will design, debate and present our own system of governance that we will propose to replace the current system, before we vote for the new system democratically.</p>
Geography	Computer Science	Music and Drama	PE and Games
<p>This half term children will study History as part of the Theme of Investigation</p>	<p>3D modelling of structures – combined with our STEAM learning.</p>	<p>Music: Continue whole class ukulele lessons introducing new chords and how to read chords.</p>	<p>Basketball: To dribble the ball in various directions at speed.</p>

	<p>We will be using Sketchup for schools to create 3D models of playground equipment that was planned and designed in STEAM lessons.</p> <p>We will then be evaluating 3D Printed products on various aspects.</p>	<p>Drama: Radio Show- developing skills of awareness and importance of timing and planning. Developing the use of the voice to communicate meaning and action.</p>	<p>To perform a variety of passes within a game with precision and control.</p> <p>Offensive play – To use your team member to screen the ball in combination.</p> <p>To use defence techniques in a competitive game situation.</p> <p>Use techniques learned and apply in a game situation. Children to officiate and to understand the key rules of the game</p> <p>Rugby:</p> <p>To develop the correct technique for rucking at the breakdown through in-depth demonstrations and drills.</p> <p>To understand a defensive line in rugby and the importance of it.</p> <p>To develop an understanding of how to create space in a variety of game situations.</p>
French	PSHEE	Art and Design	Religious Studies
<p>‘La Fête des Rois’ (The Festival of Kings)</p> <ul style="list-style-type: none"> - We will be learning about this lovely French tradition, which takes place during Epiphany - We will study the story ‘T’choupi aime la galette’ <p>More on the present tense of regular verbs The present tense of some irregular verbs, including ‘être’, ‘avoir’, ‘faire’ and ‘aller’ The use of the negative form, ‘ne’ and ‘pas’ The perfect (past) tense of regular & irregular verbs which take ‘avoir’ The perfect tense of verbs which take ‘être’</p>	<p>We will discuss our citizenship in our democratic process</p> <p>We will discuss religions and cultures as well as how these impact our shared and differing understandings of the world around us.</p> <p>We will continue to discuss how we can resolve conflict, become better communicators, both to listen & speak.</p>	<p>We will be designing playground equipment, linking with our computer science in order to produce 3D modelled prototypes.</p>	<p>We will be discussing the overlaps and differences between Christianity, Buddhism, Islam and Hinduism.</p> <p>We will be looking at the core tenants of these religions and thinking about how these religious systems and practices interact with our daily lives.</p> <p>We will discover patterns and commonalities in these religions and their beliefs in order to foster better</p>

<p>More revision of numbers - T'choupi part en vacances (story : T'choupi goes on holiday)</p> <p>Writing about a holiday using the perfect tense The near/immediate future To be able to write a postcard about your holiday and give your opinion using the imperfect tense ('c'était' (it was) + adjective)</p>			<p>communication and understanding across religious divides.</p>
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