



**Year 6 Spring Term 2 2023**

**Curriculum Overview**

**Whole School Theme: Our Planet**

**Central Idea: We can use our ideas to bring about entrepreneurship and change**

<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, Diversity and Inclusion</b></p> <p>Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social responsibility, Global awareness, Leadership</p>	<p><b>Critical and Creative Thinking</b></p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Divergent thought, Metacognition</p>	<p><b>Key Concept</b></p> <p><b>Conservation and preservation</b></p>

Maths	English	Science	History
<p><b>Number – fractions:</b> adding and subtracting fractions, multiplying and dividing fractions, solving fraction problems.</p> <p><b>Ratio and proportion:</b> ratio, proportion and scale factors.</p> <p><b>Statistics:</b> pie charts, line graphs, surveys and calculating the mean.</p> <p><b>Number – multiplication and division:</b> formal written methods of long division involving decimals.</p> <p><b>Measurement:</b> perimeter and area, surface area, area of triangles and parallelograms.</p>	<p><b>This half-term we will be focusing on non-fiction writing including:</b>            To write formal business proposals.            To work on Newspaper writing and look at native advertising.            To write persuasively.            To write biased and unbiased testimonials.            To write a short, hyperbolic fictional story.</p> <p><b>READING PROGRESSION:</b> 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><b>WRITING PROGRESSION:</b> 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><b>SPELLING, LANGUAGE AND GRAMMAR:</b>            Continue to plug away at using accurate punctuation, spelling and language. Continue to ensure understanding and recognition of grammatical terminology.</p>	<p>Year 6 will be considering the importance of Biodiversity and discovering the vast and expansive natural world.</p> <p>They will learn about Charles Linnaeus’s system for classification and practice using and creating their own classification keys.</p> <p>Pupils will learn about how humans are impacting biodiversity through deforestation, farming and climate change.</p> <p>Finally, they will consider how we can use this knowledge to make a positive contribution to the world.</p>	<p><b>What has already been done by our predecessors, how can we use the past to build on our work toward the future?</b>            Look at previous products that were created. Understand how they are sustainable and what makes a good product.            Use their understanding of previous products and market research to decide on the most effective product.            Look on the history of climate action and development of climate change from scepticisms to now.</p>

	We will also be completing a short project for World Book Day!		
<b>Geography</b>	<b>Computer Science</b>	<b>Music and Drama</b>	<b>PE and Games</b>
<p><b>What are the problems in the environment and what can we do to change them?</b></p> <p>To find an area of the environment that you wish to target with your mission statement and pledge.</p> <p>To learn about the core COP26 goals</p> <ul style="list-style-type: none"> <li>- Secure global net zero by mid-century and keep 1.5 degrees within reach</li> <li>- Adapt to protect communities and natural habitats</li> <li>- Work together to deliver</li> <li>- To mobilise finance</li> </ul> <p>Calculate the environmental impact of the products that children create</p> <p>Understand whether it is a sustainable business model and what this means.</p> <p>To understand what a carbon footprint is and how it will impact your product.</p> <p>Look at how your donation will impact your chosen charity</p>	<p><b>How can we create an effective business and marketing plan?</b></p> <p>To begin to produce promotional materials and surveys to be filled out using the office suite.</p> <p>To learn how to use Word and Powerpoint/Publisher ever more fluently.</p> <p>Use Excel to complete a profit and loss statement.</p> <p>To know how to use Excel to execute simple formulas, tables and begin to work on data visualisation.</p> <p>To explore how an online presence can be created using code/products which allow for simple website building to be completed.</p>	<p><b>Music:</b></p> <p>Continuing with the whole class ukulele sessions adding new chords and more complex repertoire.</p> <p><b>Drama:</b></p> <p>Discussing how to retell a story from a different point of view eg. The three little pigs, Little red riding hood etc. Rehearsing and re-enacting the story in small groups.</p>	<p><b>Health &amp; Exercise</b></p> <p>To know the importance for good health and how we keep ourselves fit and healthy?</p> <p>To explain the effects exercise has on the body.</p> <p>To keep track of their reps during exercise.</p> <p>Describe why rest is important after exercise.</p> <p>Participate in a number of fitness related challenges;</p> <ul style="list-style-type: none"> <li>- Cardiovascular Testing</li> <li>- Strength Training</li> <li>- Interval Training</li> <li>- Max Effort</li> <li>- Pyramid</li> </ul> <p>Circuit Training – To plan and deliver their own.</p> <p>Evaluate and compare their performances to previous ones and try and improve?</p>
<b>French</b>	<b>PSHEE</b>	<b>Art and Design</b>	
The present tense of the irregular verbs, 'faire' and 'aller'	Focus: Having the confidence to achieve your goals	<b>How can we create a saleable, environmentally conscious product?</b>	

<p>The use of the negative form, 'ne' and 'pas'</p> <p>'L'Environnement' – to be able to talk about what you do to help the environment</p> <p>- T'choupi part en vacances (story : T'choupi goes on holiday)</p> <p>The perfect (past) tense of regular &amp; irregular verbs which take 'avoir'</p> <p>The perfect tense of verbs which take 'être'</p> <p>Writing about a holiday using the perfect tense</p> <p>The near/immediate future</p> <p>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>My dream job / Jobs in other cultures</p> <p>Self-motivation and resilience</p> <p>Respect</p> <p>Physical and Online Safety</p> <p>In addition to this</p> <p>In every week we will be covering topics of PSHE as they come up in daily learning. As well as embedding things like E-safety into our natural learning.</p> <p>This may take the form of an end of day discussion or forum for discussing specific issues, e.g. the consequences of smoking, or may have a wider impact, such as what makes us happy.</p> <p>Some of these areas will be covered in connection with our work on entrepreneurship as part of the enterprise project.</p>	<p>To build on previous STEAM work, looking at design briefs and understanding how to come up with a product that fits the design requirements – with a focus on sustainability.</p> <p>Children should be able to discuss why the design of the product is so important and what makes a product well designed.</p> <p>To create and design an effective logo.</p> <p>To adjust designs based on feedback.</p> <p>To create a prototype.</p> <p>Carry out quality control on the produced product.</p> <p>Reflect on how well the product fit the expectations of the design brief.</p>	
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