



**Year 6 Spring Term 2 2024
Curriculum Overview
Whole School Theme: Our Planet**

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

<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	Conservation and preservation

Maths	English	Science	History
<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>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>Novel Study: Wonder R J Palacio</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 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>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 important 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>Children will learn how to use Sketchup to create 3D Models and build structures to prepare for future STEAM projects.</p>	<p><u>Music:</u> Continuing with the whole class ukulele sessions adding new chords and more complex repertoire.</p> <p><u>Drama:</u> 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>Basketball:</p> <p>To grasp of the basic rules of the games.</p> <p>To experience playing in different positions.</p> <p>To demonstrate the correct technique in sending, receiving, dribbling and shooting a basketball.</p> <p>Offensive play – To use your team member to screen the ball in combination.</p> <p>To understand and apply a range of tactics and strategies to outwit the opposition.</p> <p>To choose, combine and perform skills more fluently and effectively in a mini version of Basketball.</p> <p>To play invasion games effectively as part of a team</p> <p>To compare their performances with previous activities and demonstrate improvement to achieve their personal best.</p> <p>Contact Rugby:</p> <p>To develop the correct technique for rucking at the breakdown through in-depth demonstrations and drills.</p> <p>To understand the safety aspects of rugby tackles.</p>

			<p>To understand the rules regarding tackling within the game.</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> <p>To learn to use basic principles of play when selecting and applying tactics for defending and attacking.</p> <p>To show their knowledge and understanding of the rules.</p>
French	PSHEE	STEM & Art and Design	Religious Studies
<p>The present tense of the irregular verbs, 'faire' and 'aller'</p> <p>The use of the negative form, 'ne' and 'pas'</p> <p>'L'Environnement' – to be able to say what you are going to do to help the environment, as well as what you are not going to do (the negative).</p> <p>- T'choupi part en vacances (story : T'choupi goes on holiday)</p> <p>The perfect (past) tense of regular & 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>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>Creating CAMS in order to create movable products.</p> <p>ART:</p> <p>After completing collaborative pieces on endangered animals, children will begin an independent study of the street artist Banksy.</p>	<p><u>We will be discussing the overlaps and differences between Christianity, Buddhism, Islam and Hinduism.</u></p> <p><u>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.</u></p> <p><u>We will discover patterns and commonalities in these religions and their beliefs in order to foster better communication and understanding across religious divides.</u></p>

