

Spring 2

# Year 6 Half-termly Curriculum Overview:



English		Maths	
<p><b>Reading opportunities:</b>            'Pax' By Sara Pennypacker            'Little People, Big Dreams - Anne Frank' by Maria Sanchez Vegara            'Where the Stars are Scattered' by Victoria Jamieson and Omar Mohamed</p> <p><b>Writing opportunities:</b>            Alternative Chapter            Informal Letter to Pax            Narrative from Pax's point of view</p> <p><b>Grammar and Punctuation:</b>            Subject, verb and object            Direct speech, indirect speech and inverted commas            Fronted adverbial            Apostrophes for contractions            Views / opinions and facts            Parenthesis            Singular / Plural            Suffix / prefix            Cohesive devices            Using hyphens to avoid ambiguity</p> <p><b>Spellings:</b>            Words with silent letters            Words ending in 'cial'            Words ending in 'tial'            Adding the prefix 'over'            Words that can be nouns and verbs</p>		<p><b>Multiplication and Division</b>            Identifying prime and composite numbers.            Understanding square and cube numbers.            Calculating using BODMAS (BIDMAS).</p> <p><b>Fractions</b>            Identifying and writing equivalent unit fractions.            Finding equivalent fractions.            Converting between mixed numbers and improper fractions.            Ordering fractions on a number line.            Comparing fractions.            Ordering fractions.            Adding and subtracting fractions with different denominators.            Adding mixed numbers.            Subtracting mixed numbers.            Using multiplication with fractions.            Dividing fractions by an integer.            Using all four operations with fractions.            Finding fractions of amounts (unit fractions).            Finding fractions of amounts (non-unit fractions).</p>	
Science	Art & Design	Religious Education	
<p><b>Evolution and Inheritance:</b>            What important information do fossils give us?            How have living things changed over time?            Why do animals adapt?            What are the possible consequences of adaptations?            Do living things choose to evolve?            Why is it that living things produce offspring of the same kind?</p>	<p><b>Art:</b>  <i>Drawing still life and cubism</i>            Can I research our chosen artist, Ben Nicholson?            Can I practise continuous line drawing?            Can I use shadow effectively in my observational drawing?            Can I create still life using acrylic paints and a variety of different techniques?</p>	<p><b>Beliefs and meaning:</b>            Is anything ever eternal? Why do some people believe in God and some people do not?            Can I explain why some people believe in God and some people do not?            What does it mean to not believe in God?            Can I identify things that have lasted a lifetime, will last forever and I wish would last forever?            What does eternity mean?            What does life after death mean for Christians?            What do Christians believe they have to do in this life to gain eternal life in</p>	

<p>What is DNA and what can it tell us?          What is artificial selection?          Why do things become extinct?          How is life on Earth threatened with extinction today?</p>	<p>Can I create an ink painting?          Can I create a Ben Nicholson inspired artwork?</p>	<p>Heaven?          Why is it important to lead a good life?</p>
Computing	PSHE	Physical Education
<p><b>Programming:</b> <i>Exploring variables when designing and coding a game.</i>          -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts          -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output          -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs          -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Responsible behaviour as we get older:</b>          Can I think of ways to take care of myself?          Can I suggest ways to take care of money as I get older?          Can I think about the transition to secondary school?</p> <p><b>No outsiders:</b>  <b>'Leaf' by Sandra Dieckmann</b>          Can I consider ways to overcome differences?</p>	<p><b>Hockey:</b>          How can we win a game of hockey?          When, where and why do we dribble?          When, where and why do we pass short?          When, where and why do we pass long?          How do we know when to dribble and when to pass?          How can we create fluidity in our attacks?          How are we going to create suitable shooting opportunities?          How can we keep control of the ball when changing direction at speed?          What are the consequences of losing possession?          When we have possession, how does our roles change?          What rules should we apply during our game?</p>
MFL	Music	History / Geography
<p><b>French:</b>  <b>Me in the World</b>          Can I learn about other countries that speak French?          Can I locate some of the countries on the map of the world?          Can I name some key facts in French about at least two celebrations in French speaking countries?</p>	<p><b>Gaining Confidence Through Performance:</b>  <b>How does music improve our world?</b>          In this unit, we look at 'How Does Music Improve Our World?'. This Unit of Work celebrates a wide range of musical styles.</p>	<p><b>Conflict and Resolution:</b>          How did the First World War begin and what role did the British Empire play?          Who fought in the First World War?          What was trench warfare?          What did women do during the First World War?          How did the First World War end and what followed?</p>
<p><b>Class Novel:</b>          'Where the Stars are Scattered' By Victoria Jamieson and Omar Mohammed – Graphic Novel          'Pax' By Sara Pennypacker</p> <p><b>Whole School Novel:</b>          'Charlie Changes into a Chicken' By Sam Copeland</p>		