## Curriculum Overview for Year 6 ~ Spring Term 2016 (World War Two)

English Links to WWII topic.	Spoken Language: 'Evacuation' debate. Reading and writing in different genres: letters	Vocabulary, Grammar and Punctuation	Art & Design	
Focus book: 'Goodnight Mr Tom' by Michelle Magorian. <u>Reading</u> • Apply knowledge of root words, prefixes and	& diaries; recounts; stories; balanced argument; biography and autobiography; poetry. Spelling and Writing	<ul> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing.</li> <li>Use passive verbs to affect the presentation of information in a sentence.</li> </ul>	<ul> <li>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>Create sketch books to record observations and use these to review</li> </ul>	• S s p c
<ul> <li>reading and discussing a wide range of texts;</li> </ul>	<ul> <li>Use a wide range of prefixes and suffixes accurately.</li> <li>Spell words with 'silent' letters.</li> <li>Distinguish between homophones and other words</li> </ul>	• Use expanded noun phrases to convey complicated information concisely.	and revisit ideas. • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	
	<ul><li>which are often confused.</li><li>Confidently use a dictionary and thesaurus.</li><li>Identify the audience for, and purpose of, writing, selecting the appropriate form.</li></ul>	<ul> <li>Use modal verbs (e.g. would, might, can) or adverbs to indicate degrees of possibility.</li> <li>Use relative clauses beginning with 'who', 'which', 'where', 'where', 'whose' and 'that'.</li> </ul>	Learn about great artists, architects and designers in history.      Study of the 'WWII     shelter sketches' and	• U
<ul> <li>asking questions;</li> </ul>	<ul> <li>Note and develop initial ideas.</li> <li>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> </ul>	<ul> <li>Use a range of higher-level punctuation accurately throughout written work (including commas, hyphens, brackets, dashes, semi-colons and colons).</li> </ul>	sculptures of Henry Moore.	۷ ۱
<ul> <li>identifying how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language,</li> </ul>	<ul> <li>Build cohesion within and across paragraphs.</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> </ul>		Design & Technology 'Make Do and Mend Mittens' project.	G
	<ul> <li>Ensure correct subject and verb agreement.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul>		• Design - use research & develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate ideas.	• F
Consolidation of autumn term objectives.	Mathematics	<u>Geometry – Properties of Shape</u> • Draw 2-D shapes using given dimensions and angles.	<ul> <li>Make - select from and use a wider range of tools &amp; equipment to perform practical tasks accurately; select from and use a wider range of materials and components.</li> <li>Evaluate - investigate and analyse a range</li> </ul>	• G
Introduction of the following objectives:	<u>Algebra</u> • Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically.	<ul> <li>Recognise, describe and build simple 3-D shapes, including making nets.</li> <li>Compare and classify geometric shapes based on their properties and sizes.</li> </ul>	of existing products; evaluate ideas & products against own design criteria and consider the views of others to improve their work.	N h
<ul> <li><u>Ratio and Proportion</u></li> <li>Solve problems involving the relative sizes of two quantities where missing values can be</li> </ul>	<u>Statistics</u> • Interpret and construct pie charts and line	<ul> <li>Find unknown angles in any triangles, quadrilaterals and regular polygons.</li> <li>Recognise angles where they meet at a point,</li> </ul>	<ul> <li>'WWII Cookery' project</li> <li>Understand and apply the principles of a healthy and varied diet; prepare and cook a variety of savoury dishes using a range of cooking techniques; understand seasonality, and know where &amp; how a variety of ingredients are</li> </ul>	
<ul> <li>found by using multiplication and division facts.</li> <li>Solve problems involving the calculation of percentages and the use of percentages for comparison.</li> </ul>	graphs and use these to solve problems. • Calculate and interpret the mean as an average.	are on a straight line, or are vertically opposite, and find missing angles. <u>Geometry – Position and Direction</u>	PSHE and Citizenship	Μ
<ul> <li>Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>Solve problems involving unequal sharing and counter the problems of the state o</li></ul>		<ul><li>Describe positions on the full co-ordinate grid (4 quadrants).</li><li>Draw and translate simple</li></ul>	• Going for Goals	• A li ti
grouping, using knowledge of fractions and multiples.		shapes on the co-ordinate plane, and reflect them in the axes.	• Citizenship and Safety	
Science Working &	uking Scientifically	History	• Discussions around topical news events.	F
• Plan different types of questions, recognising and controlli	ic enquiries to answer ing variables if necessary. • Ask and answer histo similarity and differen	rically valid questions about change, cause,		
<ul><li>taking repeat readings when appropriate.</li><li>Record data and results of increasing complexity. Plu predictions to set up further comparative and fair tes</li></ul>	s use test results to make ts.	sponses that involve thoughtful selection and int historical information. knowledge of the past is constructed from a	• Enjoy communicating, Education	• L
<ul> <li>Report and present findings from enquiries in oral an</li> <li>Identify scientific evidence used to support or refute in <a href="mailto:Light">Light</a></li> <li>Recognise that light appears to travel in straight lines</li> </ul>	ideas or arguments.	y a significant turning point in British history and spect of history that is significant in the locality. 210p a chronologically secure knowledg <u>e</u>		• L ir
<ul> <li>that objects are seen because they give out or reflect</li> <li>Explain that we see things because light travels from or from light sources to objects and then to our eyes.</li> </ul>	light into the eye. light sources to our eyes Identify connections	understanding of British, local world history. contrasts and trends over time.	activities & sports, learning how to identify & evaluate success. • Play competitive games and apply basic principles suitable for attacking and defending.	
• Use the idea that light travels in straight lines to expl the same shape as the objects that cast them. Forces	Develop appropriate	use of historical terms.	<ul> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns.</li> </ul>	
<ul> <li>Explain that unsupported objects fall towards the Ear gravity acting between the Earth and the falling obje</li> <li>Recognise that some mechanisms, including levers, puspendier force to have a greater effect.</li> <li>Identify the water resistance and friction that act between moving</li> </ul>	ct. Evacuee experience ulleys and gears, allow a e effects of air resistance,	<u>topic</u> res, The Blitz; The Battle of Britain; World	<ul> <li>Ferform dances using a range of movement patterns.</li> <li>Compare own performances with previous ones and demonstrate improvement to achieve personal best.</li> <li>'WWII Dance', Gymnastics, tag rugby and football.</li> </ul>	• C V F



