Curriculum Overview for Year 6 ~ Spring Term 2019 (World War Two and Refugees)

English Links to WWII topic.

Reading

- Apply knowledge of root words, prefixes and suffixes, to understand the meaning of new words.
- Maintain positive attitudes to reading by:
- reading and discussing a wide range of texts;
- o recommending books to peers, giving reasons for choices
- \circ identifying, discussing and comparing themes and conventions
- Understand what is read by: asking auestions:
- drawing inferences and justifying with evidence; o summarising the main ideas, identifying key
- details: o identifying how language, structure and
- presentation contribute to meaning.

Consolidation of autumn

term objectives.

Ratio and Proportion

comparison.

• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Introduction of the following objectives:

of two quantities where missing values can be

found by using multiplication and division facts.

• Solve problems involving the relative sizes

• Solve problems involving the calculation of

percentages and the use of percentages for

• Solve problems involving similar shapes where

• Solve problems involving unequal sharing and

Spoken Language: Speech declaring war. Reading and writing in different genres: letters & diaries; recounts; instructions; newspapers; stories; balanced argument; poetry.

Spelling and Writing

- Use a wide range of prefixes and suffixes accurately. information in a sentence. • Spell words with 'silent' letters.
- Distinguish between homophones and other words which are often confused.
- Confidently use a dictionary and thesaurus.
- Identify the audience for, and purpose of, writing, selecting the appropriate form.
- Note and develop initial ideas.

• Use simple formulae.

Statistics

- Describe settings, characters and atmosphere and
- integrate dialogue to convey character and advance the action.
- Build cohesion within and across paragraphs.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Proof-read for spelling and punctuation errors.

Mathematics

• Generate and describe linear number sequences.

• Express missing number problems algebraically.

• Interpret and construct pie charts and line

graphs and use these to solve problems.



Vocabulary, Grammar and Punctuation

• Use expanded noun phrases to

concisely.

convey complicated information

• Use modal verbs (e.g. would, might

'where', 'when', 'whose' and 'that'.

• Recognise vocabulary and structures that are

appropriate for formal speech and writing.

• Use passive verbs to affect the presentation of

can) or adverbs to indicate degrees of possibility.

• Use relative clauses beginning with 'who', 'which',

• Use a range of higher-level punctuation accurately

- Geometry Properties of Shape • Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes.
- Find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Calculate and interpret the mean as an average.

Geometry – Position and Direction

- Describe positions on the full co-ordinate grid (4 guadrants).
- Draw and translate simple
- shapes on
 - the co-ordinate plane, and reflect

them in the axes.

History

- Ask and answer historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
 - Study a significant turning point in British history and an aspect of history that is significant in the locality.
 - Develop a chronologically secure knowledge and understanding of British, local and world history.
- Identify connections, contrasts and trends over time. Develop appropriate use of historical terms.

<u>'World War Two' topic</u>

Evacuee experiences, The Blitz; The Battle of Britain; World War Two Day.

Art & Design

- Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record observations and use these to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn about great artists, architects and designers in history. Study of Roy Lichtenstein's Pop Art.

Design & Technology

'Make Do and Mend Mittens' project. • 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. • Make - select from and use a wider range of tools & equipment
- to perform practical tasks accurately; select from and use a wider range of materials and components.
 - Evaluate investigate and analyse a range of existing products; evaluate ideas & product against own design criteria and consider the views of others to improve their work.

'WWII Cookery' project

• 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 & how a variety of ingredients are

PSHE and Citizenship

E-Safety:

Working Together:

Understanding how to stay safe online

Citizenship - Working Together

Keeping Safe:

Physical

• Enjoy communicating,

with others during P.E.

- Healthy and Safer Lifestyles Managing Risk
- Healthy and Safer Lifestyles Safety Contexts

Whole school celebration of 'Safer Internet Day'

Education

- collaborating and competing
- Develop an understanding of how to improve in different physical
- activities & sports, learning how to identify & evaluate success. • Play competitive games and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Compare own performances with previous ones and demonstrate improvement to achieve personal best.

Dance, Gymnastics, and Tennis.

Template created by Michael Tidd 2013

on/off position of switches.

number and voltage of cells used in the circuit.



- Scientifically scientific enquiries to answer
- questions, recognising and controlling variables if necessary.
- repeat readings when appropriate.
- to make predictions to set up further comparative and fair tests.

• Compare and give reasons for variations in how components function,

including the brightness of bulbs, the loudness of buzzers and the

• Use recognised symbols when representing a simple circuit in a

• Associate the brightness of a lamp or the volume of a buzzer with the

diagram.

grouping, using knowledge of fractions and multiples.

the scale factor is known or can be found.

Science

Working and Thinking

- Plan different types of
- Take measurements, with increasing accuracy and precision, taking
- Record data and results of increasing complexity. Plus use test results
- Report and present findings from enguiries in oral and written forms.
- Identify scientific evidence used to support or refute ideas or

arguments.

Electricity

Computing

• 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.

> • 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.

'Scratch' coding software.

Geography

• History topic focus this term

• Geographical links are made where relevant.

• Locate the world's countries, using maps to focus on Europe and North & South America, concentrating on their key physical and human characteristics and major cities.

Music

• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

Music that makes you 'Happy'

Religious

• Learn about what worship • Understand the key including prayer, in different Education

means to a believer. features of worship, reliaions

• Identify the importance of community and the responsibilities that religious groups have, living within the wider community.

Study of Judaism alongside WW2 work.

Languages - French

• Develop their depth of grammatical understanding and bi-lingual dictionary proficiency, independently designing a shape book in French.