

# Curriculum Half Termly Overview



A Child's War

Year group - 6

Term - Spring 1



Wow moment:

Role Play Evacuation. (Heugh Battery Visit)

English text types	SPAG	
<p><b>Week 1/2:</b> Talk for Write Model Text letter.</p> <p><b>Week 2:</b> Formal and Informal letter writing.</p> <p><b>Week 3:</b> Diaries</p> <p><b>Week 4:</b> Persuasive Texts/posters/leaflets</p> <p><b>Week 5:</b> Narrative</p> <p><b>Week 6:</b> Dialogue/Speeches</p>	<p><b>Active and Passive/Formal and Informal.</b></p> <ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence.</li> <li>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</li> <li>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</li> <li>In narratives, describe settings, characters and atmosphere.</li> <li>Using prepositions in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Using semi-colons to mark boundaries between independent clauses.</li> <li>Using expanded noun phrases to convey complicated information concisely.</li> <li>I before e accept after c rule.</li> <li>Suffix - cious, tious, cial, tial. cious, tious,</li> <li>Words with silent letters.</li> </ul>
Maths	Tables and Mental Maths	MFL
<p><b>Week 1:</b> Numbers to 3 decimal places.</p> <p><b>Week 2:</b> Multiply and divide by 10, 100 and 1000.</p> <p><b>Week 3:</b> Multiply and divide decimals by integers.</p> <p><b>Week 4:</b> Decimals as fractions/fractions as decimals</p> <p><b>Week 5:</b> Equivalent fractions/ordering fractions.</p> <p><b>Week 6:</b> Percentages of amounts.</p>	<p>Review of all times tables,</p> <p>Prime Numbers</p> <p>Square Numbers</p> <p>Factors and Multiples.</p>	<ul style="list-style-type: none"> <li>Unit 2 Canciones y juegos (Songs and games)</li> <li>Unit 1 Yo (All about me)</li> </ul>
Science	Computing	PSHE
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>Explain the benefits of giving and receiving constructive feedback and support.</li> </ul>
		RE
		<ul style="list-style-type: none"> <li>What is religion?</li> <li>What concepts do religions have in common?</li> </ul>
Geography	History	PE
<ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.</li> <li>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>Debate the significance of a historical person, event, discovery or invention in British history.</li> <li>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>Describe and explain the significance of a leader or monarch.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and refine strategies and tactics for attacking and defending during competitive team games.</li> <li>Invasion Games/Calling the shots.</li> <li>Boccia/New age Curling.</li> <li>Football - develop skills such as attacking, defending, ball control, passing, shooting and playing as part of a team.</li> </ul>

	<ul style="list-style-type: none"> <li>Compare and contrast leadership, belief, lifestyle or significant events across a range of time-periods.</li> </ul>	
Art	D&T	Music
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Choose the best materials for a task, showing an understanding of their working characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Take the lead in instrumental or singing performances and provide suggestions to others.</li> <li>Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</li> </ul> <p><i>Invasion Games</i> and from great composers and musicians.</p>