



Curriculum Half Termly Overview

Sow, Grow and Farm

Year group - 6

Term - Spring 2



Wow moment:

Visit a working farm.

English text types

Core Texts: Farm Boy.
Story Type: Portal/Time-slip
Focus: Setting
Model Text: The Gas Mask.

Unit 1 Ready to write.

Use inverted commas and other punctuation to indicate direct speech.
Use expanded noun phrases to describe and specify.

Unit 3 Conjunctions.

Vary long and short sentences. Short sentences for emphasis, long sentences to add description.

Unit 1 Parenthesis

Using brackets and commas to indicate parenthesis.

Using commas to clarify meaning.

Unit 3 Tenses.

Use the perfect form of verbs to mark relationships of time and cause.

SPAG

- Continually use basic punctuation (capital letters, full stops, question and exclamation marks, commas)
- Rules of speech
- Possessive and plural apostrophes
- Sentence writing. (Subject/verb/object)
- Sentence types. (Simple/compound/complex)
- Units 4-8 Read Write Inc Spelling

Maths

Week 1 - 3: Fraction decimal percentage conversions
Week 4 - 5: Ratio and Proportion

Tables and Mental Maths

- Fast recall of all arithmetic skills
- Fortnightly arithmetic testing.

MFL

Desayuno en el cafe

- Children will learn about a range of foods and conversations around these.
- Order from a selection of foods from a Spanish menu
- Order from a selection of drinks from a Spanish menu
- Order a Spanish breakfast
- Order typical Spanish snacks
- Ask for the bill
- Remember how to say hello, goodbye, please and thank you in Spanish

Science

In the unit Living Things and Their Habitats, Year 6 will be looking at the main question of What is Classification? This will be done through the following objectives:
 To describe how living things can be classified into broad groups (animals, plants and microorganisms);
 To understand how I can use classification keys to help group, identify and name a variety of living things;
 To understand that microorganisms and also living things;
 To know that scientists have developed different ways to classify living things.

Computing

This half term in computing, Year 6 will learn to create a data set in a spreadsheet by:
 Collecting data.
 Suggesting how to structure my data
 Entering data into a spreadsheet
 Formatting a spreadsheet
 Creating formulae
 Applying and duplicating formulae
 Using all skills to complete specific tasks

PSHE

Healthy me.

- In this unit the children will learn how to stay healthy, taking responsibility for their own health and wellbeing and understanding diet and exercise are important for us to stay strong. Alongside this they will also develop their understanding of emotional and mental health and how to keep ourselves safe in a social environment.

RE

This unit will look at why Good Friday and Easter Sunday are the most important days for Christians.
 By the end of this unit most pupils should be able to:

- show understanding of the significance of the crucifixion and resurrection for Christians - hope follows sadness, the love of God, life after death
- show understanding of these beliefs in the accounts of Good Friday and Easter Day
- express views about questions raised by the events and beliefs of crucifixion and resurrection of Jesus, giving sound reasons to support their views and understanding differing views
- reflect on their own beliefs, feelings and experiences of sorrow, joy, loss, hope, sadness (this is non assessable).

Geography

This unit focuses on different types of woodlands to reinforce and build knowledge and understanding of:
 Locating the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
 Identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
 Describing and understanding key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

 Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 Using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (through the residential)

History

- N/A

PE

This half term the children will learn how to play cricket. They will learn the scoring system and the many fielding positions. They will focus on skills such as

- Bowling
- striking
- catching
- moving to intercept
- running

 As these skills improve the children will be able play a competitive game

DT

Eat the Seasons. Come dine with me.
 This half term children will research and prepare a 3-course meal. They will taste, test and score their own food. They will keep in mind what a balanced diet looks like and what ingredients are needed to achieve this. When they aren't cooking, the children will research the journey of their main ingredient from 'farm to fork' and write a recipe to add to a class recipe book.

Art

NA

Music

How does music teach us about our community?
 Through this unit children will have the opportunity to:
 demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
 identify and describe a variety of contrasting feelings as they relate to music.
 demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.
 To demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
 To demonstrate - and explain - an understanding of the importance of posture, diction and technique when performing.
 When planning, rehearsing, introducing and performing the song:
 Understand and make connections between the music encountered and the Social Theme.
 Understand and apply learning from the Musical Spotlight.
 Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
 To create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.
 When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure - by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).
 To make an informed decision as to which notes and expression to use when composing and improvising with the song.