



South America

Curriculum Half Termly Overview

Year group - 6

Term - Autumn 2



Wow moment:

English text types		SPAG	
<p>Core Texts: The Highwayman Story Type: Fantasy/Poetry Focus: Description/setting Model Text: The Highwayman (PC) Non-Fiction: Information Report (Monsters)</p>	<p>Use of figurative language Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Using brackets and commas to indicate parenthesis. Using commas to clarify meaning. Use of colons and semicolons. How words are related by meaning as synonyms and antonyms.</p>	<ul style="list-style-type: none"> Subordinating conjunctions and clauses. Coordinating conjunctions. Commas - fronted adverbials for eg: A while later, embedded clauses and commas for pauses. Revision - Rules of speech <p>Other aspects TBC during work class text.</p>	
Maths		Tables and Mental Maths	
<p>Week 8-11 Fractions Week 12 Measurement and converting units</p>		<ul style="list-style-type: none"> All tables Multiplying and Dividing by 10, 100 and 1000 Rounding 	
Science		Computing	
<p>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.</p>		<p>Online Safety - how to stay safe and happy online To create media - review, develop and create a website.</p>	
Geography		History	
<p>During this unit children will be able to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p>NA</p>	
Art		D&T	
<p>NA</p>		<p>Electrical System - Using their understanding of electrical systems and design, pupils are challenged with designing and creating a steady hand game. Pupils will use nets to create their bases and their knowledge of electrical circuits to build a circuit with a buzzer which closes when the handle makes contact with the wire frame. Food - Enterprise Unit</p>	
		Music	
		<p>During the unit, children will develop their skills in: To demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. To identify and describe a variety of contrasting feelings as they relate to music. To demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music. 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. . 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:</p> <ul style="list-style-type: none"> 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. 	

MFL
 Yo En El Mundo - Where do you live? Exploring the Spanish speaking world.

PSHE
 Celebrating Differences.
 In this unit children will begin to understand that there are different perceptions of normal. They will understand that being different is acceptable regardless of community majority.

RE
 Children are given the opportunity to investigate the similarities and differences in the two gospel accounts of the birth of Jesus and consider what Matthew and Luke were trying to communicate about Jesus.
 The stories concerning Jesus' birth are only found in two of the gospel narratives, Matthew and Luke.
 Biblical scholars have debated why this is. It is thought that the author of Mark (probably the earliest gospel to be written) had not heard of the stories, whilst the author of John's gospel wrote a gospel that was of a philosophical and spiritual nature.
 When studying the narratives as recorded in Matthew and Luke, we begin to see that the stories are very different and convey the individual standpoints of the gospel writers.
 What we would call the Christmas story is a joining together of the two accounts.

PE
 Children will develop skills in gymnastics and Dance.
 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform routines including aspects of unison and conons - both individually and in small groups.