



# Curriculum Half Termly Overview

Under the Canopy

Year group - 6

Term - Spring 2



Wow moment:  
Adam Bushnell Visit.

English text types			SPAG		
<p><b>Core Texts:</b> Wonder <b>Story Type:</b> Suspense <b>Focus:</b> Setting <b>Model Text:</b> The Unknown Forest.</p>	<p><b>Unit 1 Ready to write.</b> Use inverted commas and other punctuation to indicate direct speech. Use expanded noun phrases to describe and specify. <b>Unit 3 Conjunctions.</b> Vary long and short sentences. Short sentences for emphasis, long sentences to add description. <b>Unit 1 Parenthesis</b> Using brackets and commas to indicate parenthesis. Using commas to clarify meaning. <b>Unit 3 Tenses.</b> Use the perfect form of verbs to mark relationships of time and cause.</p>	<ul style="list-style-type: none"> <li>Continually use basic punctuation (capital letters, full stops, question and exclamation marks, commas)</li> <li>Rules of speech</li> <li>Possessive and plural apostrophes</li> <li>Sentence writing. (Subject/verb/object)</li> <li>Sentence types. (Simple/compound/complex)</li> <li>Units 4-8 Read Write Inc Spelling</li> </ul>			
Maths		Tables and Mental Maths		MFL	
<p><b>Week 1: Decimals</b> <b>Week 2-3: Fraction decimal percentage conversions</b> <b>Week 4-5: Area, Volume and Perimeter</b></p>		<ul style="list-style-type: none"> <li>Fast recall of all arithmetic skills</li> <li>Fortnightly arithmetic testing.</li> </ul>		<p>Habitats -use picture cards to sequence the story correctly.  -repeat from memory all the words matching all the pictures.  -sequence the story using phrase cards by reading the cards and then putting them into the right order.  -create my own story board in Spanish with little support.</p>	
Science		Computing		PSHE	
<p>In the unit Electricity, Year 6 will be looking at understanding the need for a complete circuit; associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; use their knowledge to give reasons for how components function through problem solving relating to bulb brightness and buzzer volume; investigate how to affect brightness of a bulb; use their knowledge to give reasons for how components function through problem solving relating to on/off switch; use recognised symbols when representing a simple circuit in a diagram.</p>		<p>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</p>		<p>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.</p>	
Geography		History		RE	
<p>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:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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.</li> </ul> <p>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)</p>		<ul style="list-style-type: none"> <li>N/A</li> </ul>		<p>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</p> <ul style="list-style-type: none"> <li>Bowling</li> <li>striking</li> <li>catching</li> <li>moving to intercept</li> <li>running</li> </ul> <p>As these skills improve the children will be able play a competitive game</p> <p>In OAA, children will need to be inclusive of others, can share job roles and lead when necessary; orientate a map efficiently to navigate around a course; pool ideas within a group, selecting and applying the best method to solve a problem; reflect on when and how I successful at solving challenges and alter my methods in order to improve; use critical thinking skills to form ideas and strategies to solve challenges; work effectively with a partner and a group to solve challenges.</p>	
Art		D&T		Music	
<p>NA</p>		<p>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.</p>		<p>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.</p>	

		<p>demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p> <p>To demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.</p> <p>To demonstrate - and explain - an understanding of the importance of posture, diction and technique when performing.</p> <p>When planning, rehearsing, introducing and performing the song:</p> <p>Understand and make connections between the music encountered and the Social Theme.</p> <p>Understand and apply learning from the Musical Spotlight.</p> <p>Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</p> <p>To create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.</p> <p>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).</p> <p>To make an informed decision as to which notes and expression to use when composing and improvising with the song.</p>
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