

Curriculum Half Termly Overview

Year group - 6

Term - Autumn 2



English text types		SPAG	
Non-fiction - Deforestation of the Amazon Forest Writing to persuade: Campaign Fiction: The unknown forest Writing to Entertain: Suspense (Focus Setting) Guided Reading Text - The Explorer PS - Jackie Kay		- 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.	
Maths		Tables and Mental Maths	MFL
Week 9-12 Fractions Week 13 Measurement and converting units Week 14 Consolidation		- All tables - Multiplying and Dividing by 10, 100 and 1000 - Rounding - Efficient Strategies	<u>Yo En El Mundo -Me in my World.</u> Children will discover Spanish speaking countries and locate some of these on a map of the world. Learn key facts in Spanish about two celebrations in Spanish speaking countries.
Science		Computing	PSHE
<u>Light</u> In this unit children will learn how we see, shadows, reflection and refraction. They will also learn how light travels and how this enables us to see objects. - The children will have the opportunity to make a functioning periscope, finding out about mirrors and the angles of reflection and incidence. - They will work scientifically and collaboratively to investigate refraction, carrying out some fascinating experiments into the effects of bending light. - They will work in a hands-on way to explore how light creates the colours we see, designing coded messages.		<u>Creating Media and Webpage Creation</u> - 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. - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Celebrating Differences.</u> 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. Children will also discuss and reflect on bullying during a focussed week.
Geography		History	PE
<u>My Region and North Brazil</u> During this unit children will be able to: - 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		<u>WW2</u> - Children will recap knowledge of the past in terms of key eras and events. - Recall invasions studied such as Romans, Anglo Saxons and Vikings and any other examples of war/ invasions pupils can name. - Start by showing pupils the image from the census showing the names of the Bradford family. Discuss why it is a primary source. Explain that it is a way of the government counting how many people live in the country and finding out other things such as ages and jobs. Why do the class think governments would need this information? - Set up some research questions for the pupils: What can the pupils find out about the family? Where are they living? Who is in the family? How old are they? What jobs did they do? How wealthy do they seem to be? Is there anything unusual or interesting? What else would you like to know about this family? Develop children's thinking into what the family may be doing now and how their families adapted through the war.	<u>Games -Dance/ Swimming</u> Children will develop skills in 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. They will develop defending skills by exploring and applying defending tactics in response to the game.
Art		D&T	Music
<u>Painting and Mixed Media Artist Study</u> This unit focuses understanding how to analyse, describe, relate and respond to, interpret and evaluate a painting. Lessons explore creative expression, analysis and evaluation skills in art.		<u>Food - Enterprise Unit</u> In this unit, children will develop their problem-solving and creative thinking skills; make decisions and choices about products and advertising; learn to work effectively as part of a team and to manage a team; use persuasive techniques to sell effectively; research aspects of an existing product, which may help them to brand and market their product more successfully, make an appealing product, learn about financial capability, risk taking, profit and loss.	<u>How does music bring us together?</u> 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 demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. 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.