

Curriculum Half Termly Overview

Year group - 6

Term - Summer 2



English text types	SPAG	
<p>Core Texts: Wonder Story Type: Fantasy/Adventure. Focus: Description/setting/suspense opening and ending. Model Text. Aliens</p>	<p>Children will write in a range of genres using specific features such as:</p> <ul style="list-style-type: none"> • Instructions. • Descriptions. • Letter Writing, • Diary Writing. • Non-Chronological reports. • Persuasive Writing. 	<p>Spag: TAF focus</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action. • Select vocabulary and grammatical structures that reflect what the writing requires, • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary. • Check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed.
Maths	Tables and Mental Maths	MFL
<p>Week 1: Real-life word problems using the 4 operations Week 2 - 5: Develop reasoning and problem solving through all aspects of the maths curriculum</p>	<ul style="list-style-type: none"> • 2x, 5x, 10x • 3x, 4x, 8x • 6x, 7x, 9x • 11x, 12x • Daily arithmetic testing. 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • repeat all the vocabulary for school subjects presented to me in class from memory with accurate pronunciation. I can spell some correctly without help. • use the correct article. • say which subjects I like and dislike at school. • say why I like/dislike certain school subjects. • tell you what time I have subjects at school.
Science	Computing	PSHE
<p>In this unit the children will explore parts the human body. They will recognise the impact of diet, exercise and lifestyle choices on the way their bodies function. Children will learn that there are many different but related aspects to keeping healthy. They will investigate the functions of the heart and circulatory system and will describe how nutrients and water are transported in human and animal bodies. Working Scientifically, children will investigate how exercise and heart rate are related, and also to find out how scientific ideas about health have developed over time. They will plan an investigation and will take measurements with accuracy and precision. Children will present their findings in a number of ways, and will explain causal relationships emerging from their own data.</p>	<p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 - 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.</p>	<p>This terms unit is Changing Me. The children will learn to become aware of their own self-image and how their body image fits into that. They know how to develop their own self-esteem and explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p>
		RE
		<p>In this enquiry, the children look at the Sanatani belief that we all have a part of Brahman within us. They will consider how this belief could impact on their lives and the choices they make</p>
Geography	History	PE
<ul style="list-style-type: none"> • Look at possible questions, collect/ measure and record data through fieldwork on sustainability. • Learn about plastic and its origins. Collect data for the uses of plastic and the problems it can create. • Suggest ways of reducing plastic waste at home, at school and in general. • Begin to use key geographical terms such as biodegradable, carbon emissions, database, extracted, fossil fuel, innovative, microplastics, raw materials, survey, synthetic • Conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve. • Present and evaluate the data gathered using a range of methods, including sketch maps, graphs, and digital technologies. 	<ul style="list-style-type: none"> • Develop a chronological understanding and an awareness of the key dates in the 20th Century • Identify and note connections, contrasts and trends over time in holidays. • Children can select relevant sections of information to address historically valid questions about music in the 1990s. • Use their historical knowledge to defend the argument that television was the most important change in leisure and entertainment in the 20th century • Form an opinion of the most important aspects of leisure and entertainment in the 20th century 	<p>They will be taking part in athletics activities such as:</p> <ul style="list-style-type: none"> • Run at a pace that can be maintained. • Select and apply the best pace for the running event. • develop running over obstacles with greater control and co-ordination. • To develop power, control and technique for the triple jump. • Develop run, throw, jump technique.
Art	D&T	Music
<p>In this unit the children will create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning. Creating a sculpture, they will demonstrate experimentation, originality, technical competence, and craftsmanship.</p>	<p>Structures - Playground Ferris Wheel This topic draws upon pupils' skills and knowledge of structures, challenging them to design and create a model of a new playground featuring a number of different apparatus, made from a number of different structures. Creating a footprint as the base, pupils can practise visualising objects in plan view and also get creative with their use of natural features and cladding for their structures.</p>	<p>This half term children will continue to link their feelings and emotions with the music they are listening to.</p> <ul style="list-style-type: none"> • They will build on their understanding of pulse, major and minors. • They will further develop their understanding of pitch and how it relates to the sounds they hear. • New learning for this topic will be children being able to recognise tempo, dynamics and written notation. <p>They will work with Durham Music Service to learn how to write and produce music through the 'Music Tech' unit.</p>