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.	• Subordinating conjunctions and clauses. • Coordinating conjunctions. • Commas – fronted adverbials for eg: A while later, embedded clauses and commas for pauses. • Revision – Rules of speech Other aspects TBC during work class text.

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	**Yo En El Mundo –Me in my World.** 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
Light 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.	**Graphing** In this unit, children will aim to create comparative bar charts using graphing software; create pie charts using graphing software; create line graphs using graphing software; present data in graphs to support an argument. Children will continue to discuss scenarios reltated to online Safety as part of each lesson.	**Celebrating Differences.** In this unit children will begin to understand that there are different percetions 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. **RE** **Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?** Children start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. They describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. Also, children wil explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus

Geography	History	PE
My Region and North Brazil 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	**WW2** • 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.	**Games –Dance/ Swimming** 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
Painting and Mixed Media Artist Study 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.	**Food - Enterprise Unit** 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.	**Songs of World War 2** In this unit, children will aim to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music; listen with attention to detail and recall sounds with increasing aural memory; play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression; use and understand staff and other musical notations.