

Year 6 Curriculum Overview

Cycle A, Spring 1 2024

Reading	Writing	Maths	Science	Geography
<p>Breadwinner by Deborah Ellis: Extract information and make notes using quotations and reference to the text.</p> <p>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas.</p> <p>Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic.</p> <p>Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes.</p> <p>Identify and explain the author's point of view with reference to the text.</p> <p>Make links between the authors' use of language and the inferences drawn.</p> <p>Discuss and evaluate the intended impact of the language used with reference to the text.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify how presentational and organisational choices vary according to the form and purpose of the writing.</p>	<p>Ruin: Use of informal speech. Use of hyphens and semi-colons. Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry Integrate dialogue to convey character and advance the action. Use brackets, dashes or commas to indicate parenthesis.</p> <p>Titanium: Linking ideas across paragraphs through tense choice (he had seen her before) Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Problem solving with all 4 operations including decimals Revising formal methods for all operations Adding and subtracting mixed numbers and fractions negatives numbers estimating and rounding linking to decimals and fractions factors and multiples, estimating and rounding Angles -measure, and draw Shape, properties, and sorting. Pie charts, calculate, measure, draw and interpret. Algebra Linear sequences Formulae Pattern spotting.</p>	<p>Enquiry Question: How likely is that we are the only ones in our solar system?</p> <p>Knowledge/understanding: Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Skill(s)/process(es) to be practised: Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Enquiry Question: How is life in Las Vegas similar to The United Kingdom?</p> <p>Key Learning: Read maps to find out about North America's environmental regions, key physical and human characteristics, countries and major cities. Make comparisons between what people will be doing local time in Las Vegas and The United Kingdom. Look at physical features of the land eg, biomes, height, mountains, water, fields. Find out local weather of the local area and compare it to our local weather on that day – is it similar or different? Investigate if the economy of Las Vegas is similar or different to ours and why?</p>

	Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list.			
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RE	PSHE	Art	PE	Computing	MFL
<p>Concept: God</p> <p>Theme/Unit: What does it mean if God is holy?</p> <p>Key learning: Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Enquiry Question: How can I keep myself safe?</p> <p>Key Learning: Drugs – what are they? How are they different to medicine?</p> <p>Road crossings - what do I need to be aware of? How can I cross roads safely? What do I need to look out for?</p> <p>Online safety - How can I keep safe online? What should I do if I'm unsure or if I see something upsetting?</p>	<p>Painted Papers</p> <p>Key Learning: Discuss and review the artwork of Jacqueline Mair and James Mayhew. Develop and talk about key words and discuss the principles of mark making and texture. Create printed papers using printing and watercolour. Sketch an outline of a bird in nature. Cut, tear and layer to create a collage. Discuss and evaluate own work. Compare own work to the artwork of Jacqueline Mair and James Mayhew.</p>	<p>Outdoor Adventurous Activities and Team Building Activities</p> <p>Physical balance, co-ordination, run at speed, run over distance Social: Negotiation, communication, leadership, work safely Emotional: Empathy, confidence, resilience Thinking: Problem solving, reflect, critical thinking, select and apply, comprehension</p> <p>Develop communication and negotiation skills. Develop strong communication and negotiation skills to solve challenges. Develop planning and problem solving skills. Share ideas and work as a team to solve problems. Develop navigation skills and map reading. Create and follow a key and route on a map.</p>	<p>Enquiry Question: How do you create a stop motion animation?</p> <p>Key Learning: Explore original forms of animation. Create own stop motion animations. Decompose an animation. Edit an animation.</p>	<p>Dates and Numbers</p> <p>Key Learning: Respond appropriately when asked the date Put together a date containing a day, a number and a month with some support To say and write dates using the formula "[day] le [number] [month]" Understand the main points from a spoken passage made up of familiar language and respond Match sound to print by reading aloud familiar words and phrases.</p>