

## Year 6 Curriculum Overview Cycle A, Spring 1 2022

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

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|  | <p>Use modal verbs or adverbs to indicate degrees of possibility<br/>Ensure the consistent and correct use of tense throughout a piece of writing<br/>Use a colon to introduce a list.</p> |  |  |  |
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| RE  | PSHE   | DT  | PE  | Computing  | MFL   |
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| <p><b>Concept:</b><br/>Kingdom of God</p> <p><b>Theme/Unit:</b> What kind of King is Jesus?</p> <p><b>Questions:</b><br/>What do scriptures say about Jesus?<br/>What is Heaven like?<br/>How does this image of Heaven shown in the scriptures?<br/>How do Christians live in the way Jesus taught?<br/>Why should we forgive?</p> | <p><b>Enquiry Question:</b><br/>How can I keep myself safe?</p> <p><b>Key Learning:</b><br/>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?<br/>What do I need to look out for?</p> <p>Online safety - How can I keep safe online?<br/>What should I do if I'm unsure or if I see something upsetting?</p> | <p><b>Enquiry Question:</b><br/>How can we help the homeless in winter?</p> <p><b>Key Learning:</b><br/>Enquire how we can help a homeless charity using knowledge gained from charity studied in guided reading.<br/>Investigate nutritious food suitable for a pie filling.<br/>Design a nutritious pie for the homeless at Christmas.<br/>Bake and evaluate a nutritious pie for the Homeless.</p> | <p><b>Gymnastics:</b><br/>To be able to perform symmetrical and asymmetrical balances.<br/>To develop the straight, forward, straddle and backward roll.<br/>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.<br/>To be able to perform progressions of inverted movements.<br/>To explore matching and mirroring using actions both on the floor and on apparatus.<br/>To be able to create a partner sequence using apparatus.<br/>To create and perform sequences using apparatus, individually and with a partner.<br/>To use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p><b>Badminton:</b><br/>To develop a wider range of skills and I am beginning to use these under some pressure.<br/>To identify when I was successful and what I need to do to improve.<br/>To use feedback provided to improve my work.<br/>To understand there are different skills for different situations and I am beginning to apply this.</p> | <p><b>Enquiry Question:</b><br/>How are websites constructed?</p> <p><b>Key Learning:</b><br/>How networks, internet and the web work.<br/>Designing an offline webpage<br/>Inserting hyperlinks<br/>Adding text and pictures<br/>Editing for effect on the reader</p> | <p><b>Dates and numbers</b></p> <p><b>Key Learning:</b><br/>Respond appropriately when asked the date<br/>Put together a date containing a day, a number and a month with some support<br/>To say and write dates using the formula "[day] le [number] [month]"<br/>Understand the main points from a spoken passage made up of familiar language and respond<br/>Match sound to print by reading aloud familiar words and phrases.</p> |