

## Year 6 Curriculum Overview

### Cycle B, Spring 2, 2025

Reading	Writing	Maths	Science (continued from last half term)
<p><b>Texts:</b> Hidden Figures by Margot Lee Shetterly A Year of poetry by Joseph Coelho</p> <p><b>Key Learning:</b> Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation). Compare and discuss accounts of the same event through different character viewpoints. Explore a similar theme or topic written in a different genre. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.</p>	<p><b>Text Drivers:</b> Fantastic beasts and where to find them by JK Rowling The Lady of Shalott by Alfred Tennyson</p> <p><b>Key Learning:</b> Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis Use semi colons, colons or dashes to mark boundaries between independent clauses Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Use : and ; Use the perfect form of verbs to mark relationships of time and cause Select verb forms for meaning and effect e.g. deliberate change of tense In narratives, describe settings, characters and atmosphere</p>	<p><b>Key Learning:</b> Revisiting topics and problem solving with: Ratio Algebra Calculating - all four operations Measures Fractions, decimals and percentages</p>	<p><b>Enquiry Question:</b> What is electricity and how do we use it?</p> <p><b>Knowledge/understanding:</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Skill(s)/process(es):</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Use test results to make predictions to set up further comparative and fair tests  Identify scientific evidence that has been used to support or refute ideas or arguments  Begin longitudinal study.</p>

RE	PSHE	DT	PE	Computing	History
<p><b>Concept:</b> Salvation – What did Jesus do to save us?</p> <p><b>Key learning:</b> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.  Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.  Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.  Show how Christians put their beliefs into practice.  Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p><b>Unit Name:</b> Rights and Respect</p> <p><b>Key Learning:</b> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p><b>Unit Name:</b> Crumble</p> <p><b>Key Learning:</b> Program a crumble pack to control lights using programming software</p>	<p><b>Unit Name:</b> Dance</p> <p><b>Key Learning:</b> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Unit Name:</b> Tennis</p> <p><b>Key Learning:</b> Improve hand eye coordination and basic racket skills Learn different techniques to hit the ball and improve accuracy</p>	<p><b>Unit Name:</b> Crumble</p> <p><b>Key Learning:</b> 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</p> <p>Apply this to program a crumble pack to control lights using programming software</p>	<p><b>Unit Name:</b> Greek Legacies (continued from last term)</p> <p><b>Key Learning:</b> What is Legacy? What do we know about the Greeks? How are the Greeks remembered?</p> <p>Take part in an archaeological dig, uncover, sketch and ask questions about the artefacts you find.</p> <p>Look at Ancient Greek democracy – discuss how this is where it started and the similarities with our current systems</p>