

Year: 6

Curriculum Overview 2021-2022

Term: Spring

	<u>Spring 1: Heroic Hunters</u>							<u>Spring 2: On the Water</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Book	Eye of the Wolf							Kensuke's Kingdom					
English – Genres	Narrative Writing Flashback			Persuasive Writing				To write a Ship's Log To write a letter					
English – Knowledge & Skills	Plan writing choosing an audience and purpose Use what they have read to plan their own texts Develop characters in their writing based on what authors have done in texts that they have read Describe settings and characters and use appropriate vocabulary to create atmosphere Link paragraphs together in story writing Edit their own and their partner's writing so that it makes sense and meets the purpose Edit vocabulary and grammar to enhance effects and meet success criteria Use the correct verb tenses Use passive verbs to create a more formal tone e.g. The children were taken to the air raid shelters Use the perfect verb form to create a more formal tone E.g. The bombs have been dropped all through the night.			Plan writing choosing an audience and purpose Use what they have read to plan their own texts Develop characters in their writing based on what authors have done in texts that they have read Describe settings and characters and use appropriate vocabulary to create atmosphere Link paragraphs together in story writing Edit their own and their partner's writing so that it makes sense and meets the purpose Edit vocabulary and grammar to enhance effects and meet success criteria Use the correct verb tenses Use passive verbs to create a more formal tone e.g. The children were taken to the air raid shelters Use the perfect verb form to create a more formal tone E.g. The bombs have been dropped all through the night.				Plan writing choosing an audience and purpose Use what they have read to plan their own texts Develop characters in their writing based on what authors have done in texts that they have read Describe settings and characters and use appropriate vocabulary to create atmosphere Link paragraphs together in story writing Edit their own and their partner's writing so that it makes sense and meets the purpose Edit vocabulary and grammar to enhance effects and meet success criteria Use the correct verb tenses Use passive verbs to create a more formal tone e.g. The children were taken to the air raid shelters Use the perfect verb form to create a more formal tone E.g. The bombs have been dropped all through the night.					
Science – Unit	All Living things and Classification							The Human Body					
Science – Knowledge & Skills	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 							<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 					
History – Unit	WW2 Continued												

History- Knowledge & Skills	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create own structured accounts including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	
Geography - Unit		What is a River?
Geography Knowledge & Skills		<ul style="list-style-type: none"> ● Identify and describe how physical features of rivers change from source to mouth; ● Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; ● Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river; ● Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; ● Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife; ● Describe the components of the hydrological or water cycle and explain the important role that rivers play; ● Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure; ● Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding; ● Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall; ● Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London; ● Explain why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts.
ICT – Unit	Excel	Power Apps
ICT – Knowledge & Skills	<p>To select and make use of digital resources and devices for purpose and effect.</p> <p>To create digital content, thinking carefully about aesthetics, functionality and impact on user.</p>	<p>To use APP building or Web Design software to create scrolling screens and incorporate audio and video.</p>

RE – Unit	Christianity	Christianity
RE – Knowledge & Skills	To learn to evaluate different beliefs about eternity and to understand the Christian perspective on this.	To learn to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.
PHSE – Unit	Dreams and Goals	Healthy Me
PHSE – Knowledge & Skills	<p>I know my learning strengths and set challenging but realistic goals for myself.</p> <p>I can work out the learning steps I need to take to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I know what some people in my class like or admire about me and to accept their praise.</p> <p>I can work with other people to help make the world a better place.</p>	<p>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood.</p> <p>I know about the different types of drugs and their effects on the body particularly the liver and heart.</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can put into practice basic first aid procedures and know how to get help in emergency situations.</p> <p>I understand what it means to be emotionally well and explore people’s attitudes towards mental health/illness.</p> <p>I can recognise when I feel stressed and the triggers that cause this and to understand how stress can cause alcohol misuse.</p>
ART- Unit		Famous Fashions
ART – Knowledge & Skills		<p>To explore how design is used in the home.</p> <p>To explore shoes by different designers.</p> <p>To explore hats by different designers.</p> <p>To explore clothes designs.</p> <p>To design a costume.</p>
DT- Unit	Burgers	
DT – Knowledge & Skills	<p>To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>To generate, develop and communicate ideas through discussion.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>To select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.</p> <p>To evaluate ideas and products against their own design criteria and consider the views of others.</p>	
PE- Unit	Indoor Athletics	Tag Rugby

PE – Knowledge & Skills	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Maths – Unit	Shape and Position	Decimals, Percentages & Ratio	Number and calculation	Measures
Maths – Knowledge & Skills	<p>Draw 2D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and size and find unknown angles in any triangles, quadrilaterals and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line or are vertically opposite, and find missing angles</p> <p>Describe positions on the full co-ordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.</p>	<p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages [for example, of</p>	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p>	<p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>convert between miles and kilometres</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p>

		<p>measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p>
<p>Further Learning & Cultural Capital Experiences</p>	<p>Leadership Opportunities: PSHE Phizzy Fun Sports Crew Buddies Author visit to develop emotional resilience - English Expert Eds- Career Aspirations online talks - PSHE Indoor Athletics Tournament- PE Wildlife Trust visit and workshop- Science</p>		<p>World Book Week Activities- English Junior Citizen Event – PSHE</p>	