



## HALF TERMLY CURRICULUM OVERVIEW Spring Term (1) 2024 Year 6 **Skill for Success – Responsibility**

Week	1	2	3	4	5	6
DATE	1/1/24 (4 days)	08/1/24	15/1/24	22/1/24	29/1/24	5/2/24
Events						Parents' Evening 6 <sup>th</sup> Feb – Safer Internet Day 7 <sup>th</sup> Feb - Garden day
English	<b>Tommie and John – 6 weeks</b> To write a discursive text, taking into account different viewpoints and using organisational features to add clarity for the reader.  Studying the context of the Black Civil Rights movement in 1960's America Close links with work in History	Note take and research further into the story of Tommie and John  Explore the language of bias, balance and opinion	Rehearse structuring introductions and conclusions – understand the importance of contextualising the story in the Atlantic Slave Trade.	Rehearse writing using a formal voice providing the reader with balanced information.	Plan introduction and conclusion for own piece of work. Including their own perspective on the current situation.	Writing and editing

Phonics/ Spellings daily	Revise words with 'ough' letter string Practise words with 'ough' letter string Assess words with 'ough' letter string	Learn words from statutory list (Y5/6) and from personal spelling list	Assess words from statutory list(Y5/6) and from personal spelling lists  Teach and practice words ending 'cial' and 'tial'	Apply words ending in 'tial' and 'cial'  Teach skills of proofreading	Learn and assess words from statutory list(Y5/6) and from personal spelling lists  Generating words from prefixes	Generating words from prefixes Revise and assess all statutory words learnt this term.
Books for Life (focus books)	Wonder RJ Palacio	Wonder RJ Palacio	Wonder RJ Palacio	Wonder RJ Palacio	The Lost Thing Shaun Tan	The Lost Thing Shaun Tan
Maths	Unit 5 – Multiplication and Division	Unit 5 – Multiplication and Division	Unit 5 – Multiplication and Division	Unit 6 – Area, perimeter, position and direction	Unit 6 – Area, perimeter, position and direction	Unit 6 – Area, perimeter, position and direction
No Nonsense Maths daily	Applying understanding of place value with decimal numbers to add and subtract.  Block 3 Week 1 Session 1- 5	Applying understanding of place value with decimal numbers to add and subtract.  Block 3 Week 2 Session 1-5	Applying understanding of place value with large numbers to add and subtract.  Block 3 Week 3 Session 1-5	Applying understanding of place value with decimal numbers to add and subtract.  Block 3 Week 4 Session 1-5	Applying understanding of place value with large and decimal numbers to add and subtract.  Block 3 Week 5 Session 1-5	Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities Block 4 Week 1 Session 1-5
Science <b>Light and how we see</b>	Light –  Discuss natural and man-made sources of light. Revisit light	Light – Light travels in straight lines  Working scientifically –	Light – How we see Identify how we perceive colour.  Working	Light – How light is reflected  Can we see around corners? Explore the use	Light – Up periscope  Working scientifically – answer	Light – Shadows  Explore how shadows are formed and how distance effects

	travelling in straight lines. Explore key vocabulary.	plan, do, record and review an experiment demonstrating the path of light.	scientifically – experiment on seeing objects using filters.	of mirrors to see things that are hidden.	questions, follow a line of enquiry.	the size a shadow. Working scientifically – follow line of enquiry
Art <b>Printing</b>	Printing as a form of protest – Look at and appraise the work of Elizabeth Catlett and Corita Kent	Practise using stencils and making marks	Practise making stencils and using them Explore ideas of symmetry and balance in their motif	Design individual and group response to any chosen event  Produce a variety of motifs to evaluate	Work collaboratively to produce a stencil	Use mono printing to create a variety of pieces of work using the same stencil
History  <b>1968 Black Power Salute at the Olympics</b> - Know about the lives of Martin Luther King JR, Nelson Mandela, Tommie Smith and John Carlos and understand the roots of the Black Civil Rights Movement	Know the key dates, characters and events of the Civil Rights Movement and the assassination of Martin Luther King  Understand the concept of power and discuss what makes people powerful. Understand how concepts of power have changed over time.	Understand the context of the Black Civil Rights Movement through the Jim Crow Laws on segregation and being able to vote.	Study the roots of the Civil Rights Movement by learning about Martin Luther King and other key figures such as Rosa Parks. Find out about the beliefs, behaviour and characteristics of people (Tommie Smith, John Carlos, reasons for Black Power Mov't) and recognise the difference in	Study the roots of the Civil Rights Movement by learning about enslaved people through understanding the system known as The Atlantic Slave trade and how they lived as enslaved peoples up until the abolition of slavery.	Study the roots of the Civil Rights Movement and how it relates to today's society. Compare Martin Luther King's Speech with Amanda Gorman's poem – The Hill We Climb.	Know about the lives of key figures in the struggle against African apartheid and in India Nelson Mandela and Gandhi. To understand how their actions brought about change in these countries and how they resonate today

			views and feelings at the time.			
Computing / Online Safety	Online safety: Online Reputation - I can explain the ways in which anyone can develop a positive online reputation. .	Online Safety: Online Reputation - I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	Code for Life- Algorithms – Understand what algorithms are and how they are implemented Using Code for Life programming	Code for Life- Design, write and de bug programmes which accomplish specific goals	Code for Life- Solve problems involving programming	Code for Life- Solve problems involving programming
Music  <b>Ukuleles</b>  Musician of the month – <b>January – Hans Zimmer</b> <b>February – The Supremes</b>	Listen and appraise a range of songs played on the Ukulele	Explore a range of notes and use formal musical language and notation when learning the ukulele pieces.	Explore a range of notes and use formal musical language and notation when learning the ukulele pieces.	Learn to play the ukulele following Charanga course. Improvise with a select range of notes and create own compositions.	Learn to play the ukulele following Charanga course. Improvise with a select range of notes and create own compositions.	Perform the songs “Bacharach Anorak” and “Meet the Blues” by Ian Gray, and own group compositions.
PE Skills and Techniques	Social Skills - River Crossing – dynamic balance	Social Skills - River Crossing – dynamic balance	Social Skills – counter balance - pairs	Social Skills – levelling the playing field	Social Skills – training circuit	Social Skills – stand up for each other - Games
PE  <b>NB. Some Y6 children will be swimming this term</b>	Ben Jones – Health and Fitness	Ben Jones – Health and Fitness	Ben Jones – Health and Fitness	Ben Jones – Health and Fitness	Ben Jones – Health and Fitness	Ben Jones – Health and Fitness
Personal, Social, Health Economic and Relationships and Sex education	Skill for Success – Responsibility  Think about how the things you do	Healthy Eating -  Understand the characteristics of a poor diet.	Healthy Eating  Understand the risks associated with a poor diet.	Health and Prevention  Understand how to make	Internet Safety  Take part in a group assembly. Respectful	Drugs, alcohol and tobacco  Understand which, why and

	<p>affect others</p> <p>Explain what being responsible means. Discuss how this may look different in different situations. Chn record an incident where they have shown responsibility.</p>	Design diet swaps	Design a positive poster showing the effects of a good diet.	<p>informed choices.</p> <p>Explore a range of lifestyle choices e.g eating takeaways every night Does this choice have a positive, neutral or negative consequence</p> <p>Define concept of a balanced life style</p>	<p>Relationships</p> <p>Respect and if necessary constructively challenge others' points of view.</p> <p>Group discussion on how to appropriately challenge view points</p> <p>Stereotyping activity e.g when I say Doctor/bank manager/chef – what do you see</p>	<p>how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.</p>
RE Why do Hindus want to be good?	What do Hindus believe?	What is the meaning behind a story?	What are dharma, karma, samsara and moksha?	What are dharma, karma, samsara and moksha?	What are the 4 stages of life?	Who was Ghandi? What impact does Hinduism have?
French	I can understand how Epiphany is celebrated in France.	I can say the nouns of 4 family members	I can write some personal information about a family member	I can understand and say some parts of the face	I can understand simple sentences involving numbers and parts of the face.	I can write some simple sentences to describe an alien.
Garden Days						7 <sup>th</sup> Feb