



HALF TERMLY CURRICULUM OVERVIEW SpringTerm (1) 2022 Year 6 Skill for Success – Responsibility

Week	1	2	3	4	5	6	7
DATE	3/1/22 (3 days)	10/1/22	17/1/22	24/1/22	31/1/22	7/2/22	14/2/22
Events	4/1 Teacher training 5/1 Pupils return	11/1 Full governors meeting				8/2 Full governors meeting	
Visits and Visitors			Print Artist via zoom - TBC				
English	<p>Tommie and John - 4 weeks To write a discursive text, taking into account different viewpoints and using organisational features to add clarity for the reader.</p> <p>Studying the context of the Black Civil Rights movement in 1960's America Close links with work in History</p>	<p>Note take and research further into the story of Tommie and John</p> <p>Explore the language of bias, balance and opinion</p> <p>Rehearse structuring introductions and conclusions – understand the importance of contextualising the story</p>	<p>Rehearse writing balanced</p> <p>Plan introduction and conclusion for own</p> <p>Write and edit</p>	<p>Writing and editing</p>	<p>Eye of the Storm – 3 weeks To write a narrative including shifts in time and setting which uses dialogue to develop character and to advance action.</p> <p>Watch film – collect vocabulary Generate timelines of events Generate pre and post ideas and explore</p>	<p>Rehearse structuring timelines that move the reader in time and place.</p> <p>Rehearse using dialogue to advance character and action.</p> <p>Plan – write and edit</p>	<p>Writing and editing</p>
Phonics/ Spellings daily	<p>Revise words with 'ough' letter string Practise words with 'ough' letter string Assess words with 'ough' letter string</p>	<p>Learn words from statutory list (Y5/6) and from personal spelling list</p>	<p>Assess words from statutory list(Y5/6) and from personal spelling lists</p> <p>Teach and practice words ending 'cial' and 'tial'</p>	<p>Apply words ending in 'tial' and 'cial'</p> <p>Teach skills of proofreading</p>	<p>Learn and assess words from statutory list(Y5/6) and from personal spelling lists</p> <p>Generating words from prefixes</p>	<p>Generating words from prefixes</p>	<p>Revise and assess all statutory words learnt this term.</p>
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	The Lost Thing Shaun Tan

Maths	<p>Number Sense 6:7 4 weeks</p> <p>Using factors to simplify fractions and find common denominations</p>	<p>Number Sense 6:7 4 weeks</p> <p>Comparing and ordering – unit and non- unit fractions Using and understanding equivalence</p>	<p>Number Sense 6:7 4 weeks(+ Additive Reasoning 6:11) Adding and subtracting fractions</p>	<p>Number Sense 6:7 (+ Multiplicative Reasoning 6:13) 4 weeks Multiplying and dividing fractions</p>	<p>Multiplicative Reasoning 6:8 3 weeks</p> <p>Ratio and proportion</p> <p>Solve problems involving the relative size of two quantities</p>	<p>Multiplicative Reasoning 6:8 3 weeks</p> <p>Ratio and proportion</p> <p>Solve problems involving unequal sharing an grouping.</p>	<p>Multiplicative Reasoning 6:8 3 weeks</p> <p>Ratio and proportion</p> <p>Finding percentages of amounts. Interpret and construct pie charts.</p>
No Nonsense Maths daily	<p>Applying understanding of place value with decimal numbers to add and subtract.</p> <p>Block 3 Week 1 Session 1- 5</p>	<p>Applying understanding of place value with decimal numbers to add and subtract.</p> <p>Block 3 Week 2 Session 1-5</p>	<p>Applying understanding of place value with large numbers to add and subtract.</p> <p>Block 3 Week 3 Session 1-5</p>	<p>Applying understanding of place value with decimal numbers to add and subtract.</p> <p>Block 3 Week 4 Session 1-5</p>	<p>Applying understanding of place value with large and decimal numbers to add and subtract.</p> <p>Block 3 Week 5 Session 1-5</p>	<p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities Block 4 Week 1 Session 1-5</p>	<p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities Block 4 Week 2 Session 1-5</p>
Science Light and how we see	<p>Light –</p> <p>Discuss natural and man-made sources of light. Revisit light travelling in straight lines. Explore key vocabulary.</p>	<p>Light – Light travels in straight lines</p> <p>Working scientifically – plan, do, record and review an experiment demonstrating the path of light.</p>	<p>Light – How we see</p> <p>Identify how we perceive colour. Working scientifically – experiment on seeing objects using filters.</p>	<p>Light – How light is reflected</p> <p>Can we see around corners? Explore the use of mirrors to see things that are hidden.</p>	<p>Light – Up periscope</p> <p>Working scientifically – answer questions, follow a line of enquiry.</p>	<p>Light – Shadows</p> <p>Explore how shadows are formed and how distance effects the size a shadow. Working scientifically – follow line of enquiry</p>	<p>Light – Review</p> <p>Make shadow puppets to prove statements from last week are correct.</p>
Art Printing	<p>Printing as a form of protest – Look at and appraise the work of Elizabeth Catlett and Corita Kent</p> <p>Use Miss Bullocks response to the act of vandalism</p>	<p>Practise using stencils and making marks</p>	<p>Practise making stencils and using them</p> <p>Explore ideas of symmetry and balance in their motif</p>	<p>Design individual and group response to any chosen event</p> <p>Produce a variety of motifs to evaluate</p>	<p>Work collaboratively to produce a stencil</p>	<p>Use mono printing to create a variety of pieces of work using the same stencil</p>	<p>Display work – write explanation to be displayed with their piece.</p>

	at our school as a discussion point						
History - 1968 Black Power Salute at the Olympics - 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 Be able to place 10 events of the Civil Rights Movement and its history accurately on a timeline	Know about the lives of key figures in the struggle against American and South African apartheid; understand how their actions brought about change in these countries and how they resonate today	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 views and feelings at the time.	Study the roots of the Civil Rights Movement and the Black Lives matter movement by learning about enslaved people.	Study the roots of the Civil Rights Movement and the Black Lives matter movement by learning about enslaved people.	Study the roots of the Civil Rights Movement and the Black Lives matter movement by learning about enslaved people.	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 views and feelings at the time.
Computing / Online Safety	Online safety: Understanding what targeting is.	Online Safety: How does targeting affect me?	Algorithms – Understand what algorithms are and how they are implemented Using Code for Life programming	Design, write and de bug programmes which accomplish specific goals	Solve problems involving programming	Solve problems involving programming	Solve problems involving programming
Music Classroom Jazz 2 Musician of the month – Sigur Ros (Jan) Aretha Franklin (Feb)	Explore and appraise a range of Jazz and Blues songs.	Notes: C, A#, G, F, B A, middle C, F and E Glockenspiels	Learn musical notation through playing Jazz pieces on the Glockenspiel. Learn, improvise and compose with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.	Learn musical notation through playing Jazz pieces on the Glockenspiel. Learn, improvise and compose with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.	Learn musical notation through playing Jazz pieces on the Glockenspiel. Learn, improvise and compose with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.	Learn musical notation through playing Jazz pieces on the Glockenspiel. Learn, improvise and compose with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.	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	Playing games and reviewing learning
PE Tennis	Use Agility, balance and coordination	Place the ball to ensure a dominant court	Combine forearm and backhand shots with	Combine forearm and backhand shots with	Place an underarm serve accurately to	Place an underarm serve accurately to	Use skills during tournament style games.

	whilst playing the ball.	position is maintained.	increasing accuracy.	increasing accuracy.	challenge opponent.	challenge opponent.	
Personal, Social, Health Economic and Relationships and Sex education Responsibility	Skill for Success – Responsibility Think about how the things you do affect others Explain what being responsible means. Discuss how this may look different in different situations. Chn record an incident where they have shown responsibility.	Healthy Eating - Understand the characteristics of a poor diet. Design diet swaps	Healthy Eating Understand the risks associated with a poor diet. Design a positive poster showing the effects of a good diet.	Health and Prevention Understand how to make informed choices. Explore a range of lifestyle choices e.g eating takeaways every night Does this choice have a positive, neutral or negative consequence Define concept of a balanced life style	Internet Safety Take part in a group assembly.	Respectful Relationships Respect and if necessary constructively challenge others' points of view. Group discussion on how to appropriately challenge view points Stereotyping activity e.g when I say Doctor/bank manager/chef – what do you see	Drugs, alcohol and tobacco Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.
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	Spoken sentences about the classroom, using variety of nouns and adjectives	Written sentences about the classroom, using variety of nouns and adjectives	Events / timings of school day	Events / timings of school day	Talking and writing about my school day	Talking and writing about my school day	Spoken sentences about the classroom, using variety of nouns and adjectives
Garden Days						2 nd Class 15 3 rd Class 14	