



HALF TERMLY CURRICULUM OVERVIEW Spring Term (1) 2023 Year 6 **Skill for Success – Responsibility**

Week	1	2	3	4	5	6
DATE	3/1/23 (4 days)	09/1/23	16/1/23	23/1/23	30/1/23	6/2/23
Events			20/01 Garden Day	24/01 Science visit to Tavistock College		
Visits and Visitors					Tavistock Guildhall Visit and use courtroom for debate TBC	
English	<p>Tommie and John – 6 weeks</p> <p>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 in the Atlantic Slave Trade.</p>	<p>Rehearse writing using a formal voice providing the reader with balanced information.</p>	<p>Plan introduction and conclusion for own piece of work. Including their own perspective on the current situation.</p>	<p>Writing and editing</p>

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	Fractions 3.7 Equivalence in fractions Generating equivalent fractions using multiplication and division Simplifying fractions by using common factors	Fractions 3.8 Common denomination Adding and subtracting fractions using common denominators	Fractions 3.9 Multiplying proper fractions Dividing fractions by a whole number by converting to an equivalent multiplication.	Fractions 3.9 Dividing fractions by a whole number when the whole number is a factor of the numerator.	Fractions 3.10 Linking fractions, decimals and percentages Some fractions are easily converted to decimals Fraction/ decimal equivalence can be used to simplify calculations.	Fractions 3.10 Linking fractions, decimals and percentages Percentage as an operator on quantity. Percentages, fractions and decimal equivalence If the value of the whole is known a percentage or number can be calculated.,
No Nonsense Maths daily	Applying understanding of place value with	Applying understanding of place value with	Applying understanding of place value with	Applying understanding of place value with	Applying understanding of place value with	Understanding and using equivalence

	<p>decimal numbers to add and subtract.</p> <p>Block 3 Week 1 Session 1- 5</p>	<p>decimal numbers to add and subtract.</p> <p>Block 3 Week 2 Session 1-5</p>	<p>large numbers to add and subtract.</p> <p>Block 3 Week 3 Session 1-5</p>	<p>decimal numbers to add and subtract.</p> <p>Block 3 Week 4 Session 1-5</p>	<p>large and decimal numbers to add and subtract.</p> <p>Block 3 Week 5 Session 1-5</p>	<p>between fractions, decimals and percentages of numbers and quantities</p> <p>Block 4 Week 1 Session 1-5</p>
<p>Science</p> <p>Light and how we see</p>	<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.</p> <p>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>Art</p> <p>Printing</p>	<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 at our school as a discussion point</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>History</p> <p>- 1968 Black Power Salute at the Olympics</p> <p>- 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</p>	<p>Know the key dates, characters and events of the Civil Rights Movement and the assassination of Martin Luther King</p> <p>Understand the concept of power and discuss what makes people powerful. Understand how concepts of power have changed over time.</p>	<p>Understand the context of the Black Civil Rights Movement through the Jim Crow Laws on segregation and being able to vote.</p>	<p>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 views and feelings at the time.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
<p>Computing / Online Safety</p>	<p>Online safety: Understanding what targeting is.</p>	<p>Online Safety: How does targeting affect me?</p>	<p>Algorithms – Understand what algorithms are and how they are implemented Using Code for Life programming</p>	<p>Design, write and debug programmes which accomplish specific goals</p>	<p>Solve problems involving programming</p>	<p>Solve problems involving programming</p>
<p>Music</p> <p>Classroom Jazz 2</p>	<p>Explore and appraise a range of Jazz and Blues</p>	<p>Notes: C, A#, G, F, B A, middle C, F and E</p>	<p>Learn musical notation through playing Jazz</p>	<p>Learn musical notation through playing Jazz</p>	<p>Learn musical notation through playing Jazz</p>	<p>Learn musical notation through playing Jazz</p>

<p>Musician of the month –</p> <p>January – Freddie Mercury</p> <p>February – Nusrat Fateh Ali Khan</p>	songs.	Glockenspiels	pieces on the Glockenspiel. Learn, improvise and compose with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.	pieces on the Glockenspiel. Learn, improvise and compose with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.	pieces on the Glockenspiel. Learn, improvise and compose with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.	pieces on the Glockenspiel. Learn, improvise, compose and perform with the songs “Bacharach Anorak” and ‘Meet the Blues” by Ian Gray.
<p>PE</p> <p>Skills and Techniques</p>	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
<p>PE</p> <p>Tennis</p>	Use Agility, balance and coordination whilst playing the ball.	Place the ball to ensure a dominant court position is maintained.	Combine forearm and backhand shots with increasing accuracy.	Combine forearm and backhand shots with increasing accuracy.	Place an underarm serve accurately to challenge opponent.	Place an underarm serve accurately to challenge opponent.
<p>Personal, Social, Health Economic and Relationships and Sex education</p> <p>Responsibility</p>	<p>Skill for Success – Responsibility</p> <p>Think about how the things you do affect others</p> <p>Explain what being responsible means. Discuss how this may look different in different situations. Chn record an incident where</p>	<p>Healthy Eating -</p> <p>Understand the characteristics of a poor diet.</p> <p>Design diet swaps</p>	<p>Healthy Eating</p> <p>Understand the risks associated with a poor diet.</p> <p>Design a positive poster showing the effects of a good diet.</p>	<p>Health and Prevention</p> <p>Understand how to make informed choices.</p> <p>Explore a range of lifestyle choices e.g eating takeaways every night Does this choice have a positive, neutral or</p>	<p>Internet Safety</p> <p>Take part in a group assembly. Respectful Relationships</p> <p>Respect and if necessary constructively challenge others’ points of view.</p> <p>Group discussion on how to appropriately</p>	<p>Drugs, alcohol and tobacco</p> <p>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.</p>

	they have shown responsibility.			negative consequence Define concept of a balanced life style	challenge view points Stereotyping activity e.g when I say Doctor/bank manager/chef – what do you see	
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			Friday 20 th January Bugs and bug houses			