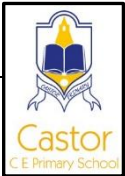


Curriculum Overview for Year 6 Term 4



English * reading from a wide range of texts and genres. * developing inference, prediction and deduction skills * writing newspaper reports * writing persuasive speeches * use of wide range of punctuation - hyphens, dashes, colons and semi-colons * writing with awareness of purpose and audience	Music You've Got a Friend * listen and appraise songs in different styles * accompanying songs, improvising and composing with the song * singing and performing songs	Science Light and Reflection * recognise that light appears to travel in straight lines * use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Mathematics * use decimal place value notation * round, add, subtract, multiply and divide decimals * recognise fraction and decimal equivalents * recognise the link between fractions and division * understand percentages * convert fractions to percentages and vice versa * recognise equivalent fractions, decimals and percentages * order fractions, decimals and percentages * find percentages of amounts * solve problems involving fractions decimals and percentages	Geography Ethiopia How do global changes affect local places in Ethiopia? * know where Ethiopia is in the world? * know what Ethiopia is like in terms of climate and landscape * know where the Great Rift Valley is and what it is like * know about Ethiopia's population, biomes, major cities, rural life * know about sustainable futures - the challenges faced due to climate change, UN sustainable development goals, depth focus on one project	Computing Data handling and Spreadsheets * create a data set in a spreadsheet * build a data set in a spreadsheet * explain that formulas can be used to produce calculated data * apply formulas to data * create a spreadsheet to plan an event * choose suitable ways to present data
Physical Education Gymnastics- Body symmetry and Physical Skills * perform and repeat sequences with clear shapes and controlled movement * select and apply a range of skills with good control and consistency * link actions together so that they flow * perform a range of skills fluently and accurately * perform a variety of movements and skills with good body tension * use combinations of skills confidently in specific contexts	History Medieval African Kingdoms - How similar and how different were medieval - Ethiopia and Benin? * know of the material culture, society, government and technology in the medieval kingdom of Benin * know of the material culture, society, government and technology in Ethiopia.	Art Printing, collage and drawing. * study of work by Luba Lukova and Faith Ringgold. * create visuals and text which communicates a message * use line, shape and colour to make artworks * use typography to make messages stand out * combine different techniques such as print, collage and drawing. * reflect and articulate thoughts about own and others' artwork
Spanish My Home * say whether you live in a house or an apartment and say where it is. * repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house * tell somebody what rooms you have or do not have in your home * ask somebody what rooms you have or do not have in your home. * attempt to create a longer spoken or written passage recycling previously learnt language (incorporating personal details such as their name and age).	Religious Education Why do some people believe in God and some people not? * Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs * Identify and explain what religious and nonreligious people believe about God, saying where they get their ideas from * Give examples of reasons why people do or do not believe in God. * Make clear connections between what people believe about God and the impact of this belief on how they live * Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). * Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging	PSHE Healthy Me * making healthy choices * eating healthily * being physically active * trying keep selves and others safe * knowing how to be a good friend and enjoy healthy friendships * knowing how to keep calm and deal with difficult situations
Our class reader is Bottle Boy by Stewart Foster Our reader for English lessons is Clockwork or All Wound Up by Phillip Pullman		