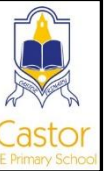


Curriculum Overview for Year 6 Term 5



<p style="text-align: center;">English</p> <ul style="list-style-type: none"> * read from a wide range of texts and genres. * continued development of inference, prediction and deduction skills * writing diaries, persuasive speeches, letters to persuade and stories including flashbacks. * wide range of punctuation – hyphens, dashes, colons and semi-colons * write and edit work with awareness of purpose and audience 	<p style="text-align: center;">Music Music and Me</p> <ul style="list-style-type: none"> * listen and appraise songs * explore music of inspirational women * create and perform own compositions 	<p style="text-align: center;">Science Animals including Humans</p> <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
<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> * create and interpret line graphs, dual bar charts and pie charts * draw pie charts * finding the mean * measure and classify angles * calculate angles, including vertically opposite angles * calculate angles in a triangle * calculate angles in quadrilaterals and polygons * investigate drawing and calculating measurements of circles * draw shapes accurately * create nets of 3-D shapes and solve problems involving them 	<p style="text-align: center;">Geography Local Study of Castor – from WW2 to the present day</p> <ul style="list-style-type: none"> * focus on geographical skills: eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) * study of where children came from in the UK when evacuated to Castor, * practice map reading and route plotting * use maps, atlases, globes and digital/computer mapping to locate countries and their physical relationships to other countries in relation to their involvement during the war. 	
<p style="text-align: center;">Physical Education Dance– The Match and Creative Skills</p> <ul style="list-style-type: none"> * develop actions of gesture and travel, including stepping patterns which express different characters and explore compositional ideas of action/reaction. * create and perform movement phrases integrated for dance using speed, level, unison, mirroring and repetition. * create and perform movement phrases for action / reaction, canon, unison and mirroring * make up my own rules and versions of activities. * respond differently to a variety of tasks or music. * change tactics, rules or tasks to make activities more fun or more challenging. * respond imaginatively to different situations. * adapt and adjust my skills, movements or tactics so they are different to others. 	<p style="text-align: center;">History WW2 – The Battle of Britain</p> <ul style="list-style-type: none"> * know of what led to the outbreak of WWII and later, The Battle of Britain taking place * know about Winston Churchill and his role in WWII * know how the evacuation of Dunkirk, the Battle of Britain, the Blitz and the D-Day Landings impacted the outcome of WWII * consider how WWII affected children in Britain, including children locally * recognise the roles of men and women during WWII * recognise how life and food supplies changed during WWII and discuss if this led to positive changes for future generations * study of ‘Jim’, an evacuee from London, and his reminiscences as an adult of being evacuated to Castor. 	<p style="text-align: center;">Computing Programming A – Variables in games</p> <ul style="list-style-type: none"> * define a ‘variable’ as something that is changeable * explain why a variable is used in a program * choose how to improve a game by using variables * design a project that builds on a given example * evaluate a project
		<p style="text-align: center;">Art Sculpture</p> <ul style="list-style-type: none"> * explore domestic architecture, looking at materials and functionality * use sketchbooks to collect, record and reflect and share ideas and thoughts. * make larger drawings working from still imagery, using various drawing techniques. * explore how line, form, structure, material, and scale are used to make architecture interesting, help meet the design brief. * make and evaluate an architectural model using the ‘design through making’ technique, using my sketchbook to help free my imagination.
<p style="text-align: center;">Spanish Que hora es? What is the date? Que tiempo hace? What is the Weather?</p> <ul style="list-style-type: none"> * revise numbers 1-12 and learn how to tell the time (by the hour) * tell time on the hour and how to tell the time around the clock (quarter past, quarter to and half past etc). * express doing an activity at a particular time * repeat and recognise the vocabulary for weather * ask and say what the weather is like today. * describe the weather in different regions of Spain using a weather map with symbols. 	<p style="text-align: center;">PSHE Relationships</p> <ul style="list-style-type: none"> * know that it is important to take care of mental health * understand that people can have problems with mental health and that it is nothing to be ashamed of * help self and others when worried about a mental health problem * recognise when feeling emotional and have strategies to manage this * demonstrate ways to stand up for self and friends in situations where others are trying to gain power or control * resist pressure to do something online that might be hurtful for self or others * take responsibility for own safety and well-being 	<p style="text-align: center;">Religious Education What would Jesus do?</p> <ul style="list-style-type: none"> * identify features of Gospel texts (e.g., teachings, parable, narrative). * take account of context, suggest meanings of Gospel texts studied, and compare ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. * make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. * relate biblical ideas, teachings or beliefs (e.g. about peace, forgiveness, healing) to the issues, problems and opportunities of own lives and life of own community in the world today, offering insights of own.
<p>Our class reader is either Letters from the Lighthouse by Emma Carroll or Friend or Foe by Michael Morpurgo, depending on children’s choice. Our reader for English lessons is The Umbrella Mouse by Anna Fargher</p>		