




Year 6

Curriculum Information Sheet Spring term 1 2021-2022

Class: 6CC Courageous Canaries and 6OO Optimistic Owl

THEMES	This term our learning is based around the theme of Our Voices
<p>ENGLISH</p> 	<p>During the half term we will be studying novels and stories by significant children’s authors. Key Text: Kensuke’s Kingdom SPAG:</p> <ul style="list-style-type: none"> • Cohesion – for newspaper article writing • Figurative language for poetry • Brackets and dashes for parenthesis • Relative clauses • Modal verbs • Year 5/6 National Curriculum words • Passive and Active voice <p>SPELLING:</p> <ul style="list-style-type: none"> • Suffixes beginning with vowel letters to words ending in -fer • Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c • Word families based on common words, showing how words are related in form and meaning • Statutory spelling challenge words • End of Spring 1 – Review spellings. <p>WRITING (two week cycle):</p> <ul style="list-style-type: none"> • Writing a short story imagining to have woken up on an island stranded. P&A: To imagine what it would be like to be lost/ stranded. Writing for entertainment. • For and Against balanced argument for sailing around the world P&A: To help a character make a decision on what they should do when faced with a dilemma. • Instructional writing: write instructions on how to survive on an island P&A: To provide practical and realistic solutions to surviving on an island. Writing to inform. <p>GUIDED READING Each week there will be a reading skill focus:</p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Inference • Prediction • Explaining • Summarising <p>5 Carousel activities:</p> <ul style="list-style-type: none"> • Working with LSA: Vocab work • Working with CT: Focussing on skill of the week. • Independent Comprehension – based on the comprehension explored with LSA and CT • Non-Fiction Activity – short activities which follow after reading a non-fiction text (linked to other subject areas) • SPaG practise
<p>MATHS</p>	<p>Measurement:</p> <ul style="list-style-type: none"> • Capacity, Mass, Volume temperature, and time • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places



- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units

Geometry - Position and direction,

- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Geometry - Shapes

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

We will still be focussing on Fractions, Decimals and Percentages as well as ratio and proportion for the first fortnight.

SCIENCE



Animals including humans

Can we identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?

Can we recognise the impact of diet, exercise, drugs and lifestyle on the way our body's function?

Can we describe the ways in which nutrients and water are transported within animals, including humans?

Big Question: What is healthy living?

How does healthy living impact on the human body?

5-minute exercise

Scientific enquiry skills:

- Identifying scientific evidence that has been used to support or refute ideas or arguments
- Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

TOPIC WORK
(History & Geography)



Kingdom of Benin

- Children will learn about where the ancient Kingdom of Benin was located –map skills_
- Researching what they believe in and famous artwork – produce an art portfolio on this.
- Researching on western attitudes towards African civilisations, oral tales and artefacts of ancient Benin – short story writing and summarising (ENG link)
- The children will also learn about the story of Eweka – role play

Art/ DT



Boat/ Bridge making

To aid lessons where we act out the journey based on our key text 'Kensuke's Kingdom'.



Children will work with newspapers to investigate how to make a strong bridge (**science enquiry link: creating a fair test**).

Computing



Web page creation

This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

<p>PRE (Philosophy, religion and ethics)</p> 	<p>Being me in my world</p> <ul style="list-style-type: none"> • Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behavior - Role-modelling • I can explain how my choices can have an impact on people in my immediate community and globally. • I can empathise with others in my community and globally and explain how this can influence the choices I make.
<p>Wellbeing</p> 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements <p>Yoga</p> <p>The next two terms in year 6 will focus on consolidating asanas learnt previously, children will try and make their own yoga sequences. They will have more focus on pranayama and breathing practices. There will be much more emphasis on Dhyana (meditation).</p>
<p>Trips/Visits</p>	<ul style="list-style-type: none"> • Woburn Safari Park - TBC

Mrs Kerai & Mr Chavhunduka