








Curriculum Information Sheet Spring Term 2 2023-24
Class: Optimistic Owl & Courageous Canaries Year 6

THEMES	This term our learning is based around the theme of resilience and perseverance.
<p data-bbox="132 353 256 383">ENGLISH</p> 	<p data-bbox="323 353 1358 383">During the half term we will be studying novels and stories by significant children's authors.</p> <p data-bbox="323 389 691 418">Key text: Kensuke's Kingdom</p> <p data-bbox="323 456 400 486">SPAG:</p> <ul data-bbox="469 497 1003 739" 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 data-bbox="323 779 448 808">SPELLING:</p> <ul data-bbox="469 817 809 846" style="list-style-type: none">• Revision (SATs practise) <p data-bbox="323 853 663 882">WRITING (two-week cycle):</p> <ul data-bbox="469 891 1465 1200" 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 data-bbox="323 1209 544 1238">GUIDED READING</p> <ul data-bbox="469 1281 951 1525" style="list-style-type: none">• Vocabulary• Retrieval• Inference• Prediction• Explaining• Summarising• SATs practise test style questions

<p>MATHS</p> 	<p>Each week the children will be challenged on key areas of the Year 6 maths curriculum.</p> <p>We will be developing their skills in:</p> <p><u>Algebra:</u></p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables <p><u>Statistics:</u></p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average <p><u>Ratio & Proportion</u></p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of 2 quantities • solve problems involving the calculation of percentages and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p><u>Geometry - Shapes</u></p> <ul style="list-style-type: none"> • 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
<p>SCIENCE</p> 	<p>We will be learning about Electricity for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Electricity we will be learning about:</p> <p><u>Electricity</u></p> <p>How can we alter the brightness of a bulb?</p> <p>Can we compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?</p> <p>Can we use symbols when representing a simple circuit in a diagram?</p> <p>Explanation texts; children explain how the circulatory system works</p> <p><u>Scientific enquiry skills:</u></p> <ul style="list-style-type: none"> • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests
<p>ART</p>	<p><u>Photography & Digital art</u></p> <p>Students will make a photomontage and experiment with different drawing surfaces as well as layering techniques.</p>

	<p>They will analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>They will be given the chance to develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p>
<p>TOPIC WORK (Geography)</p> 	<p>Study and compare places: region in the UK, Europe and North America.</p> <p>Throughout their Geography learning this half term we will be focusing on:</p> <p>Using Geographical skills and fieldwork.</p> <ul style="list-style-type: none"> Students will be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America This study focuses on the Lake District, Tatra mountains in Poland and North America – Caribbean. <p>describe and understand key aspects of physical geography,</p> <ul style="list-style-type: none"> Major mountains , Mountain climates, Mountain formations, Impact of tourism in different areas.

<u>Philosophy Religion and Ethics Education</u>	PERFORMING ARTS
<p>Focus:</p> <p>Know, understand and appreciate the importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives). They will use a range of activities such as reading, debating and talk partners.</p>	<p><u>Music</u></p> <p><u>Samba/singing</u></p> <ul style="list-style-type: none"> Layering more complex syncopated rhythms Echo and call and response breaks Signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion).
<p><u>Computing</u></p> <p><u>Spreadsheets</u></p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set.</p> <p>Students will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data.</p> <p>Students will also learn how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them.</p>	<p>SANSKRIT</p> <p>Reading & Writing:</p> <p>We will be building our Vocabulary bank by reading and translating a variety of stories and forming short sentences</p> <p>Conversation: We will be Identifying sound patterns of words and practising Numbers 81 - 90</p> <p>Storytime: Rosa goes to the city:</p> <p>We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse:</p>

<p>Finally, students will create graphs and charts, and evaluate their results in comparison to questions asked.</p>	<p>Īśa Upaniṣad – Mantra 6 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.</p>
<p style="text-align: center;">PE</p> <p><u>Samba Dance</u></p> <p>Students will perform movements selecting and applying choreography into a routine. Pupils will be able to use their bodies to perform technical movements with control and rhythm.</p> <p><u>Yoga & Meditation</u></p> <p>Children can choose mudra for meditation that is appropriate for present practise. Children should be now able to independently perform warmups and limbering.</p> <p>Surya Namaskar – each posture performed with accuracy and precision. Asanas: sarvangasna (shoulder stand), halasana (plough), Matsyasana (fish) postures performed well.</p> <p>P.E. – Wednesday for 6OO and Friday for 6CC</p> <p>Yoga-Monday for 6OO Tuesday for 6CC</p>	<p style="text-align: center;">TRIPS & OTHER EVENTS</p> <p>Virtual writing workshop: 4th March 2024-8th March.</p>