



Curriculum Information Sheet Spring Term 1 2024-2025

Class: Optimistic Owl & Courageous Canaries Year 6

ENGLISH

During the half term we will be studying how to write a newspaper article and an explanatory text.

SPAG:

- The past progressive tense.
- Relative clauses.
- Sequence and describe events chronologically and factually.
- Use conjunctions, adverbs and prepositions to express time, place and cause.
- Know that the passive voice conveys a formal tone.
- Use the following effectively: synonyms, colons, commas, subject, object, verb, passive voice, adverbial, use of pronouns, adverbs, prepositions, main and subordinate clause, relative clause, informal language and figurative language.

SPELLING:

- Re-cap of statutory words
- Suffixes beginning with vowel letters to words ending in -fer
- Words with the /i:/ sound spelt ei after c
- Word families based on common words, showing how words are related in form and meaning
- Homophones and near homophones.

WRITING

News Reports

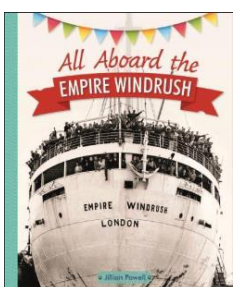
- Students will know the structure and register of a news report, how to form the progressive form of the past tense and use pronouns and conjunctions which are cohesive devices. Students will be able to consciously control formality. write precisely and concisely. Use modal verbs to indicate possibility and certainty.

Explanatory texts

- Students will know The present progressive tense indicates actions that are ongoing now. The passive verb form places emphasis on the object of a sentence. They will be able to use precise vocabulary to convey an expert voice. Use organisational and presentational devices to help the reader navigate a text.

GUIDED READING

In 1948, the Empire Windrush sailed from Jamaica to Britain - on board, passengers hoping for a better life ahead. The narrative is told through a diary, written by an eleven-year-old boy called Preston, alongside factual commentary. It explains the



reasons why people from the West Indies, amongst others, chose to make the journey, what life was like on board and the challenges they faced in making a new home in another country. Towards the end, the reader learns how the Windrush generation has contributed to British society today, including cultural events such as the Notting Hill Carnival. The use of archived photographs helps to bring the events to life for the reader.

Students will focus on the core text for summarising and understanding authorial intent and also on an extended narrative and a news report for retrieval purposes. Students will be given the opportunity to compare and give a personal response as well as, a letter and a narrative extract for inference.

Students will know the language used by an author is influenced by its intended impact. They will be able to empathise with characters. They will be given the opportunities to consider the relative strengths of multiple pieces of evidence and make comparisons.

MATHS



Each week the children will be challenged on key areas of the **Year 6 maths curriculum**.




We will be developing their skills in:

Measurement:

- 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

Ratio & Proportion

- 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 style="text-align: center;">SCIENCE</p> 	<p>There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. We will be learning about:</p> <p><u>Animals including humans</u></p> <p>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 bodies 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?</p> <p><u>Scientific enquiry skills:</u></p> <p>Effect of exercise on the body:</p> <ul style="list-style-type: none"> 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
<p style="text-align: center;">ART</p> 	<p><u>Drawing</u></p> <p>This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.</p> <p>Character Virtues: Performance: confidence, teamwork, respect and determination Intellectual: Reflection and judgement</p>
<p style="text-align: center;">TOPIC (History)</p> 	<p><u>Local History Study</u></p> <p>How did conflict change our local area in World War 2? Students will be learning about the Battle of Britain and World War II</p> <p>Some of the questions we will be answering are:</p> <p>Why was East Anglia described as mini America Where were the airbases in our locality? Why were these airbases important to the war effort What effect did these airbases have on our local area? How do we remember the brave men and women who defended our country?</p>

	<p style="text-align: center;">POWER INVASION DEMOCRACY COMMUNITY</p> <p style="text-align: center;">How did conflict change our local area in World War 2?</p> <p>Character Virtues: Moral: Respect Intellectual: Curiosity and reasoning</p>
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<p>PSHE</p>	<p><u>Safety and the changing Body</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how they should behave online and the impact negativity can have. • Understand of changes that take place during puberty. • Understand the menstrual cycle and that a male and a female are needed to conceive a baby. • Understand that a baby changes in the womb and some of the baby's requirements during the first months of life. <p>Character Virtues: Performance: Motivation, determination and confidence Moral: Respect, honesty and compassion Intellectual: curiosity and reflection Civic: Community awareness, civility and citizenship</p>
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<p>SPANISH</p>	<p>Week 1: Kahoot LO: to assess our learning about greetings in Spanish.</p> <p>Week 2: Cut and glue comic LO: to plan my comic strip greeting someone in Spanish.</p> <p>Week 3: Writing my comic LO: to write my comic strip greeting someone in Spanish.</p> <p>Week 4: Performance practice LO: to practice a performance of a comic strip greeting someone in Spanish with my peer.</p> <p>Week 5: Performance (Assessment) LO: to perform my comic strip greeting someone in Spanish with my peer.</p> <p>Week 6: Kahoot (Assessment) LO: to assess our learning about greetings in Spanish.</p>
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<p><u>Philosophy Religion and Ethics Education</u></p> <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 style="text-align: center;">PERFORMING ARTS</p> <p><u>Music</u></p> <p><u>Beatbox/ Rap & Carnatic Music</u></p> <p>All year 6 classes will be taught to sing and play musically with increasing confidence and control. Each class will have a 30mins music lesson each week.</p> <p style="text-align: center;">SANSKRIT</p> <p>Topics: We will be Introduced to Special combinations and will start applying them to words.</p> <p>Reading & Writing: We will be building our Vocabulary bank by reading and writing simple words and sentences.</p> <p>Conversation: We will be practising how to Ask and respond to questions.</p> <p>Storytime: The Thirsty Crow: We will be extending our Vocabulary Bank through Storytime.</p> <p style="padding-left: 40px;">The Sage and the mouse: We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse : Īśa Upaniṣad – Mantra 5 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.</p>
<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><u>Web page creation</u></p> <p>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>	<p style="text-align: center;">HEALTH & WELLBEING</p> <p><u>PE</u></p> <p><u>Matching and Mirroring</u></p> <p>Children will use their knowledge of composing sequences to develop performances that meet requirements and demonstrate increased quality and complexity. Their performances will include what they have learnt about variations in speed, level and direction with the aim of showing as much control and precision.</p> <p><u>Character Virtues:</u></p> <p><u>Intellectual: Reflecting</u> – using prior knowledge of composing sequences</p> <p><u>Moral: Courage</u> – To perform physical skills without fear</p> <p><u>Civic: Service</u> – to volunteer in setting up apparatus so that it is safe for all</p> <p><u>Yoga & Meditation</u></p> <p style="text-align: center;">TRIPS & OTHER EVENTS</p> <ul style="list-style-type: none"> • Financial Literacy workshop: Monday 9th January 2023 - 6CC Friday 13th January 2023 – 600

Children can choose mudra for meditation that is appropriate for present practise. Children should be now able to independently perform warmups and limbering.

Surya Namaskar – each posture performed with accuracy and precision. Asanas: sarvangasna (shoulder stand), halasana (plough), Matsyasana (fish) postures performed well.

P.E. – Wednesday for 600

Friday for 6CC

Yoga – Monday for 6CC

Tuesday for 600

Mrs Thakkar & Mrs Sharda