AVANTI HOUSE
EXCELLENCE · VIRTUE · DEVOTION

Curriculum Information Sheet Spring Term 2 2024-25
Class: Optimistic Owl & Courageous Canaries Year 6

ENGLISH	During this half term we will be exploring various writing themes.
Adventure stories	**Adventure stories** Students will know A range of descriptive devices and techniques and be able to Plan, structure and execute an extended narrative. Students will learn how to develop an extended narrative over time by consciously varying sentence structures. Students will also learn how to balance description, dialogue and action and be able to use dialogue to help tell the story. **SPAG:** Verb tenses Parenthesis Alternative words for said Accurate punctuation of dialogue Types of clauses Homophones Language features Colons and semicolons Synonyms Descriptive devices Past progressive tense Fronted adverbials and subordinate clauses Pronouns and determiners
Explanatory texts	**Explanatory Texts** In this unit students will know the present progressive tense indicates actions that are ongoing now and be able to use precise tier 3 vocabulary to convey an expert voice. Students will understand the passive verb form places emphasis on the object of a sentence and be able to use organisational and presentational devices to help the reader navigate a text. **SPAG:** Organisational features Main and subordinate clauses Word classes Subject, object and verb Shades of meaning Adverbials Secretarial editing Subject and verb agreement Antonyms
Shakespeare's Sonnets	**Shakespeare's sonnets** Students will know who Shakespeare was and how significant his writing is to our literary heritage. They will understand that sonnet has fourteen lines of ten syllables. Students will be able to use technical terms to explain the structure and style of a sonnet, compare poems and justify reading preferences.

	SPAG: Syllables Archaic language Word classes Secretarial editing Use iambic pentameter rhyming couplets
MATHS 	Each week the children will be challenged on key areas of the **Year 6 maths curriculum**. **Algebra:** • 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 **Statistics:** • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average **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 **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
SCIENCE 	**Electricity** There is an emphasis on asking scientific questions, developing investigative skills and writing investigations. Some questions students will investigate are: How can we alter the brightness of a bulb? 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? Can we use symbols when representing a simple circuit in a diagram? ***Scientific enquiry skills:*** • 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
DT 	**Design a Playground** We will be designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used. We will consider what makes an effective and ineffective design and understand what a 'footprint plan' is. Students will understand that in the real world, design, can impact users in positive and negative ways and that a prototype is a cheap model to test a design idea. Working in groups students will build a range of play apparatus structures drawing upon new and prior knowledge of structures. Skills students will be using are; measuring, marking and cutting accurately to make a range of structures. We will look at suitability of materials to reinforce and add decorative features. Students will test, adapt and improve their structures and design plan based on peer evaluation. They will be able to identify what makes a successful structure and that these can be strengthened by manipulating materials and shape. Character Virtues: Performance: confidence, teamwork, respect and determination Intellectual: Reflection and judgement
Geography 	**Human and physical geography: Economic settlement and trade links** Students will be able to describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Philosophy Religion and Ethics Education

Focus:

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.

Computing

Spreadsheets

This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set.
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.
Students will also learn how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them.
Finally, students will create graphs and charts, and evaluate their results in comparison to questions asked.

Music

Samba/singing

- Layering more complex syncopated rhythms
- Echo and call and response breaks
- Signals – visual and aural
- Brazilian song (incorporating instruments, recorders, ukuleles, percussion).

Sanskrit

Reading & Writing:
We will be building our Vocabulary bank by reading and translating a variety of stories and forming short sentences

Conversation: We will be Identifying sound patterns of words and practising Numbers 81 - 90

Storytime: Rosa goes to the city:
We will be extending our Vocabulary Bank through story time.

Scriptural Verse:
Īśa Upaniṣad – Mantra 6 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.

PE
Football

Students will focus on various skills such as passing, dribbling and moving to keep possession of the ball and score.
Students will come to understand the rules (laws) of the game and how they can apply this knowledge to play in mini games.
Students will learn how to defend as soon as they lose possession of the ball.
They will be given opportunities to consolidate their understanding of attacking and defensive tactics.
All students will participate in a tournament.

TRIPS & OTHER EVENTS

Yoga & Meditation 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 6OO and Friday for 6CC** **Yoga-Monday for 6CC** **Tuesday for 6OO**	