

Year 6 Curriculum Information Spring 1 2022

English

Fiction - Adventure Narrative

- Explore the features of adventure narratives
- Write our own adventure narratives
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write narratives, describing settings, characters and atmosphere

Non-fiction: Explanation texts

- Analyse a range of explanation texts
- Planning, writing and editing explanation texts
- To understand what cohesive devices are and how to use them effectively
- Explore the organisational features of an explanation text

Reading

- To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- To draw inferences such as character feelings, thoughts and motives from their actions and justifying inferences with evidence
- To recognise more complex themes in what they read (such as loss or heroism).
- To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- To compare characters, settings and themes within a text and across more than one text.
- To answer 3 mark questions using point, explanation, evidence.

Spelling, Punctuation and Grammar

- Adding suffixes beginning with vowel letters to words ending in -fer
- Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)
- Word families based on common words, showing how words are related in form and meaning
- Use Alan Peat sentences in our writing: (Paired conjunctions sentence)
- SPAG: To identify and use prepositional phrases
- SPAG: To use a colon to introduce a list, semicolon to separate items in list
- SPAG: To use expanded noun phrase

Maths

- To identify the value of each digit in numbers to 3 decimal places
- To multiply and divide numbers with up to 2 decimal places by whole numbers
- To multiply and divide by 10, 100 and 1000
- To convert decimals to fractions and convert fractions to decimals
- To recall and use equivalence between simple fractions decimals and percentages including in different contexts
- To find percentages of amounts

Science - Let it shine!

- The topic introduces the concept of light travelling in straight lines.
- It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected.
- The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.

History - Why should we thank the Ancient Greeks?

In this unit, the children will look at a variety of sources that show political, social and cultural aspects of Ancient Greek life. They will consider the achievements and legacy of the Ancient Greeks, and how they influenced the world in which we live today.

RE - Is it better to express your beliefs in arts and architecture or in charity and generosity?

- Describe and make connections between examples of religious creativity (buildings and art)
- Show understanding of the value of sacred buildings and art
- Suggest reasons why some believers see generosity and charity as more important than buildings and art
- Apply ideas about values and from scriptures to the title question

PSHE – How can the media influence people?

- Explore how mixed messages from the media and how this influences opinions and decisions
- Learn about the reliability of information online and in the media
- Recognise unsafe and suspicious content online and how information can be targeted to influence people
- Explore how gambling habits can be influenced by the media
- Learn how to respond and report upsetting, frightening or untrue information online

Computing – VR Worlds

The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world. Throughout the topic, the children will explore the following themes:

- What is VR?
- How can you create your own VR world?
- How can you code within VR?
- Can you tell a story using VR?

Art – Talking Textiles - Continued

- Explore ways in which stories can be told visually.
- Experiment with different ways of using textiles to create effects.
- Design a piece of textile artwork that tells a story.
- Use a variety of different textile techniques to create their own talking textile story.

PE - Rugby - Sale Sharks

- Push pass with more power - Spin pass - Timing of pass
- Defensive lines (straight, no gaps) - Supporting the player with the ball
- Positional play leading to better try scoring

Basketball

- Using both hands to manipulate the ball and move in different directions
- Keeping the ball away from an opponent individually
- Attacking the hoop individually against an opponent
- Possession against large groups
- Full matchplay

Dance

- Exploring movement responses to music, including changes in rhythm, level, direction and speed
- Learn and perform simple routines by linking these movements
- Performing to music, keeping in time with the rhythm for the majority or all of the routine
- Creating own movement sequences in keeping with the same rhythm

Music - Saxophone/Clarinet

The whole term is dedicated to introducing the pupils to playing the saxophone/clarinet. They will learn several instrumental pieces and perform them in a Year Group Concert at the end of term. As well as learning the technicalities of playing the instrument, they will also perform a range of songs which build upon general musicianship - singing in time with the pulse, in tune with each other/accompaniments, playing together as an ensemble. Instrumental improvisation may also be introduced, dependent upon technical progress.

Spanish - Revision of last term plus

- Expressing feelings
- Possessive adjectives
- More questions and answers to build conversations
- Map work (continued)
- Spanish culture – Madrid

Home Learning Opportunities

- Homework is set on a Friday and should be completed by Wednesday morning.
- Practising spellings and times tables everyday has the most impact on learning.
- Please bring your reading book and record every day & write in it every time you read.
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home.
- PE kits should be worn on Mondays and Thursdays - to be worn all day (don't forget to put trainers/pumps in your bag).