

Year 6 Curriculum Information Spring 2 2021-2022

English

Fiction: Narrative Poetry

- Analyse a range of narrative poems
- To read and discuss an increasingly wide range of poetry
- To interpret poems, explaining how the poet creates shades of meaning
- Planning, writing and editing own poetry
- Telling a story from beginning from end in poem form
- Writes in separate verses
- Follows a rhyming pattern
- Using similes, metaphors, personification and onomatopoeia

Persuasion

- Explore the features of persuasive text narratives
- To recognise how persuasive arguments are constructed to be effective
- To investigate the language of persuasion
- To distinguish between fact and opinion
- To use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables to structure text
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary

Reading

Vocabulary Objectives

- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect
- To check their understanding, explore the meaning of words in context and ask questions
- To explore a wide range of vocabulary

Poetry and Performance Objectives

- To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
- To learn a wider range of poems by heart.
- To prepare poems to be read aloud and to perform
- To vary pitch, pace, volume, rhythm and expression in relation to poem's meaning

Spelling

- Common exception words
- Review the use of suffixes
- Revision of /shun/ ending
- Revision of /shal/ and /shus/
- Revision of -ible and -ibly

Maths

- To use, read, write and convert between standard units
- To convert and calculate with metric measures
- To find rules and form expressions with algebra

- To solve one and two-step problems with algebra
- To substitute numbers for letters and form equations
- To use, read, write and calculate ratio and scale factors
- To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Science - Evolution and inheritance: We're evolving!

- This topic is intended to look at how living things produce offspring that are similar in appearance, but identical to themselves, whether they are plants or animals
- Children will also consider how animals change over time as they adapt to their surroundings and this leads to longer term changes
- Evidence of changes over long periods of time will be built on the year 3 topic of rocks and looking at fossils

Geography - Are we damaging our world?

- In this unit, the children will consider if we are damaging our world and how we can protect it.
- The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable

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 – Maths: Solve it Club!

- Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems

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

Design technology – Cams (Mechanical systems)

- To understand and use mechanical systems in their products.
- To understand and use electrical systems in their products (for example series circuits incorporating switches and motors).
- To design innovative, functional, appealing products that are fit for purpose.
- To use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately.

- To select from and use a range of materials and components according to their functional properties and aesthetic qualities

PE

Tennis

- Accurately tracking ball flight
- Extended challenge of forehand and backhand shots
- Introduction of Serve and Volley shots
- Sustain a rally for an increasing number of shots
- How to outwit your opponent and regularly win points

Gymnastics

- Hold shapes that are strong, fluent and expressive.
- Working with others to produce a variety of complex counterbalances and shapes
- Developing a more advanced level of strength, stability and flexibility through various bodyweight activities
- Include in a sequence set pieces, choosing the most appropriate linking elements
- Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions)

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.

Spanish

Consolidation:

- possessive adjectives - *mi*
- personal information - *¿Cuántos años tienes? E.g. Tengo ocho años*
- nouns - *amigo, amiga*
- conjunctions - *o, y, con*

New vocabulary:

- Verb phrases - *Tengo hambre/sed/sueño*
- Questions - *¿Qué hora es? E.g. Son las dos.*

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 Fridays - to be worn all day (don't forget to put trainers/pumps in your bag)