



LAWFORD C of E PRIMARY SCHOOL

CURRICULUM OVERVIEW SPRING 2024 FOR YEAR 6



### The Heroic age of exploration

How has the exploration of Antarctica past and present helped our understanding of the importance of this geographical region?

**Concepts: Care, Change, conflict, fairness, Identity, power**

ENGLISH

#### Reading (Whole Class)

We will be reading Harry Potter and the Philosopher's Stone as our whole class text in which each child has their own copy of the text. We will use this to support comprehension skills and use it as a stimulus for our writing unit.

The children will also practice specific reading skills on a rotation 4 x a week using a range of shorter fiction and nonfiction texts/ extracts. We will be focussing on:

Vocabulary choices and word meanings from the context of the text

Inference

Retrieval and explanation

Sequencing

Summarising

Prediction

As the term progresses, there will be more of an emphasis of time management of tasks and exam technique.

Star books – This is a 15-minute sustained reading period for enjoyment. The children have the opportunity when they finish a book to collect stamps once they have answered questions about the book they have read orally. When their loyalty card is complete, they get to have a hot chocolate during star books time.

#### Spelling

We will be focussing on the statutory year 5/ 6 spelling list and the following spelling rules/ patterns

- cial and tial  
identify root words
- Creating words from prefixes  
Bi, aqua, tele, semi, auto, aero, extra, pro, trans, anti, super, circum
- Revision of Homophones
- Form adjectives by adding and using suffixes e.g. -ful, -less, -er, -est

Grammar sessions

We will be spending time consolidating the Key stage 2 curriculum this term using a range of different strategies such as making games, online resources, interactive activities and revision mats. The CGP revision books will support home learning.

Writing – We will be linking and making connections with the year 6 concepts of change, conflict, care, power, fairness and identity into the texts used.

We will be looking a range of different fiction and nonfiction text as models for the children’s own writing. Our class texts will be: The Highwayman poem (Narrative poetry), when focussing on poetic devices such as metaphors, similes, alliteration and metaphors, we will then use ‘Harry Potter and the Philosopher’s Stone as a writing stimulus for descriptions, writing our own chapters and using dialogue to move the action on.

Our final unit before half term will be on biographies.

We will also be using visual literacy stimulus from the Literacy shed.

Cross curricular links will be made about our topic linked to Antarctica such as creating non chronological reports about the region and specific animals that have adapted to live in this harsh environment.

We will be developing the following writing devices:

To use a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa.

To know the different between structures typical of informal speech and structures appropriate for formal speech and writing.

To use layout devices – headings, subheadings, colons, bullets, tables

	<p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p> <p>To investigate connecting words and phrases</p> <p>To form complex sentences</p> <p>To be able to identify and write sentences using subordinating connectives and their use within sentences</p> <p>To identify and use relative clauses more consistently in independent writing</p> <p>Identify the active and passive voice in a text</p>
MATHEMATICS	<p>Daily quick maths will be focussed and speed and quick recall of mental strategies involving the 4 rules and revision of shape and measures work. There is an expectation that children will also work on weekly set target in TTRS.</p> <p>The White Rose maths units we will be covering this term are:</p> <p>Decimals</p> <p>Decimals to 3dp</p> <p>Multiply and divide by 10,100 and 1000</p> <p>Multiply and divide decimals by integers</p> <p>Fractions to decimals and vice versa</p> <p>Problem solving and reasoning with division</p> <p>Fractions</p> <p>Multiplying and dividing fractions by whole integers</p> <p>Multiplying fractions by fractions</p> <p>Percentages</p> <p>Understand %</p> <p>Fractions to %</p> <p>Equivalent FDP</p> <p>Order FDP</p> <p>% of an amount</p> <p>Percentages with missing values</p> <p>Algebra</p>

	<p>Finding a rule with one and two steps  Forming an expression  Substitution  Forming equations  Solving one and two step equations  Find pairs of values</p> <p>Measurement: perimeter, area and volume</p> <p>Revision of area and perimeter  Shapes with the same area  Area of triangles  Areas of parallelogram  What is volume?  Calculating the volume of cuboids</p>
RELIGIOUS EDUCATION (RE)	<p>What makes us happy?  Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence  Begin to analyse and evaluate different ways in which philosophers understand abstract concepts  Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion  Use well-chosen pieces of evidence to support and counter a particular argument.  Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
SCIENCE	<p>Why do some creatures no longer exist?  Evolution and inheritance  6c1: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  6c2: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  6c3: identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>

	<p>Working scientifically</p> <p>uks2w1: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>uks2w2: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>uks2w3: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>uks2w4: using test results to make predictions to set up further comparative and fair tests</p> <p>uks2w5: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>uks2w6: identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
COMPUTING	<p>The children will be coding to work on the following skills:</p> <p>I know the steps of the PRIMM model</p> <p>I can read a program and make predictions about what will happen</p> <p>I can explain how repetition has been used in a program</p> <p>I can modify a program to achieve specific goals a program</p> <p>I can write a program using repetition to meet a given task</p> <p>Predict</p> <p>Run</p> <p>Investigate</p> <p>Modify</p> <p>Make</p>

HISTORY/GEOGRAPHY	<p><b>Our enquiry question: How has the exploration of Antarctica past and present helped our understanding of the importance of this geographical region?</b></p> <p>Our historical and geographical skills will include the following:          Locating the different regions of Antarctica and understanding the term 'continent'-          What are the differences between the Arctic and the Antarctic?          Compare the tundra ecosystems "maritime climate" region of the Antarctic Peninsula in West Antarctica and the sub-Antarctic islands, and the rest of West and East Antarctica as polar or cold desert with the Rainforest biomes          How are mountains formed? We will be looking at the transantarctic mountain range          How is global warming affecting the seasons in Antarctica?          Temperature ranges in the continent          Chronological time line of Antarctic exploration in relation to what was happening elsewhere in the world at this time.          Looking at the different fates of the Scott and Shackleton expeditions and modern day explorers such as Ranulph Fiennes.</p> <p>Key concepts covered: change, conflict, care and fairness          Change - In how explorers have traversed this continent (technology)          Conflict – What are the current conflicts surrounding Antarctica?          Fairness – How the leadership of Scott and Shackleton made fair choices on their expeditions.          Care - How are humans dealing with the consequence of global warming on this area of the planet.</p>
ART/DESIGN	<p>Linked to our work on inheritance, we will be creating portraits using mixed media images of sketches and photos. The children will be looking at producing multimedia media work and look at how artists are influenced by their backgrounds in the art that they produce.</p>
TECHNOLOGY	<p>Design and make a small-scale bird hide</p> <p>The focus of this unit is on structures and enterprise. It explores and extends children's knowledge of structures through the brief of designing and making a small-scale bird hide. It investigates the use of simple joining methods to creating frameworks with art straws, dowel and square section wood.</p>
LIFE SKILLS	<p>Living in the wider world/ Puberty</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn about different groups of communities and how to respect equality</li> <li>• Learn how to be a productive member of a diverse community</li> </ul>

	<ul style="list-style-type: none"><li>• Gain a basic understanding of enterprise</li><li>• Lessons 1 and 2 of the HRSE policy Year 6</li></ul>	
PHYSICAL EDUCATION (PE)	Outdoor Complete tag rugby unit Netball	Indoor Gymnastics – Coach led Boot camp Circuit training
FRENCH	<b>Children will:</b> <ul style="list-style-type: none"><li>• Be using greetings and using language around families and their home to communicate in short sentences.</li><li>• Learn the different subject manes in French and key words linked to school. The children will practise short sentences verbalising what they enjoy about school in French.</li><li>• We will be looking at the vocabulary linked to school in French and being to have simple conversations linked to different aspects of school.</li></ul>	
MUSIC	Charanga music scheme: Say No unit which is a song writing unit based around rap music  Children will be combining the skills of improvisation, composing, and reading basic notation in this unit. We will be focusing on. The children will have the opportunity to play tuned percussion, read basic notation and begin to improvise on a melodic instrument.	
<b>Visits/visitors:</b> March 26th 2024 Teen Talk: This is a workshop for year 6 students transitioning to secondary schools  <b>Event for Parents:-</b> Assessment evening		