

Year 6 Curriculum Information Spring 1 2024

English

Fiction: To write a short story written in the first person including dialogue (linked to **Holes by Louis Sachar**)

- Read a range of first person narratives, exploring the audience and purpose of each one
- Explore the structure and tone of a first person narrative
- Revise the success criteria for writing dialogue (punctuation and using action to convey character)

Non-Fiction: Recount - Write a letter to Stanley's mother

- Immerse the children in letters, including writing and shared reading
- Explore organisational devices to structure the text - date, introduction, paragraphs, conclusion, sign off
- Discuss and explore the audience and purpose of a range of letters

Spelling, Punctuation and Grammar

- Adding the prefix '-over'
- Words with the suffix '-ful'
- Words that can be nouns and verbs
- Words with an /oa/ sound spelled 'ou' or 'ow'
- Words with a 'soft c' spelled 'ce'
- Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'
- The more, the more sentences (Alan Peat)
- Integrate dialogue to advance action and convey character

Maths

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Solve problems involving similar shapes where the scale factor is known or can be found
- Use simple formulae
- Generate and describe linear number sequences
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Express missing number problems algebraically
- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Multiply 1-digit numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places
- Solve problems involving addition, subtraction, multiplication and division

Science - Evolution and inheritance

- Building on what they learned about fossils in Year 3, children find out more about how living things have changed over time. They are introduced to the idea that characteristics are passed from parent to their offspring, but that they are not exactly the same
- They should also appreciate that variation over time can make animals more or less likely to survive in particular environments (adaptation). Children look at evolution and Charles Darwin's theory of natural selection, as well as palaeontologist Mary Anning's work with fossils

Geography - Protecting the environment: Are we damaging our world?

- In this unit, the children will describe and understand key aspects of the distribution of natural resources including energy, minerals and water
- They will use maps, atlases and globes to locate countries and describe features studied
- They will use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world
- They will also 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

PSHE – Dreams and Goals - Jigsaw

- In this Puzzle, the children share their own strengths and further stretch themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning
- The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments

Computing – iDraw

- Use software to create an image
- Recognise the component shapes of a vector image
- Create vector images using digital tools
- Explain which tools help create specific effects
- Make changes to images to create effects
- Identify layers in vector images
- Use layers to create a vector image
- Design a vector drawing
- Use digital tools to create a vector drawing according to a design, evaluating and improving work

R.E

Religion: Christianity

Enquiry question: Is anything ever eternal?

Theme/context: Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.

Art – Monet and Impressionism

- In this unit of work pupils will explore what Impressionism is and where and when it began
- They will explore some of Monet's landscape and city paintings
- Explore the artwork Monet produced in his later years at his garden in Giverny
- Review the life and work of Claude Monet

PE - Fair, Share, Dare

The 'fair share dare' unit aims to develop the social skills of cooperation and collaboration along with the bravery and curiosity to try new things. These are important aspects of whole-child development in PE. The unit aims to develop a strong team ethic within the class and set firm expectations around how children work together in PE. This strong collaborative foundation is needed in order to successfully explore challenges and competition in PE.

Music - Classroom Jazz 2

● This Unit of Work builds on the improvisation skills learnt in Classroom Jazz 1. Using two new pieces, Bacharach Anorak and Meet The Blues, the pupils will learn to play the pieces and then explore improvising with the repertoire

Spanish

- Revision of previous learning
- Nouns relating to family
- Adjectives to describe people
- Asking about and describing the weather
- Talking about people in the 3rd person (name, likes, wants)
- Cultural aspects of life in 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)