

# Ralph Sadleir School - Curriculum Overview

## Year 6 Spring Term 2022

English	Mathematics	
<p><b>Reading</b></p> <p>Through reading and studying 'Frozen in Time' as a class text, pupils will develop skills of:</p> <ul style="list-style-type: none"> <li>Clarifying: explain the meaning of words in context</li> <li>Retrieval: retrieve and record information from fiction and non-fiction.</li> <li>Summarising: summarise main ideas from more than one paragraph.</li> <li>Inference: make inferences and explain them with evidence from the text.</li> <li>Predicting: predict what might happen.</li> <li>Whole text: explain how content is related and contributes to meaning as a whole</li> <li>Evaluating: explain how meaning is enhanced through choice of words and phrases</li> <li>Making links: make comparisons within the text and across texts.</li> </ul> <p><b>Spelling</b></p> <p>Some pupils are revising words and spelling rules from the Year 3 / 4 spelling lists, most pupils are learning words and spelling rules from the Year 5 / 6 spelling lists.</p> <p><b>Grammar and punctuation</b></p> <p>Pupils will review the following skills from prior learning:</p> <ul style="list-style-type: none"> <li>Active Verb Form</li> <li>Adverbs and prepositions</li> <li>Reported speech</li> <li>Simple tense</li> </ul> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> <li>Passive verb form</li> <li>Perfect Tense</li> </ul> <p><b>Writing</b></p> <p>Through studying and responding to the stimulus of 'Frozen in Time', pupils will produce writing in the following text-types and genres:</p>	<p><b>Number</b></p> <p>Multiplying and dividing by 10,100,1000; multiplying and dividing decimals by integers; converting fractions to decimals and percentages; finding equivalent fractions, decimals and percentages; finding percentages of an amount.</p> <p><b>Geometry</b></p> <p>Using coordinates in four quadrants; translating shapes; reflecting shapes in mirror lines; finding the area and perimeter of rectangles, triangles and parallelograms; finding the volume of a cuboid; measuring angles; calculating angles including vertically opposite angles; calculating angles in triangles, quadrilaterals and regular polygons; drawing nets of 3D shapes.</p> <p><b>Data</b></p> <p>Reading and interpreting line graphs and pie charts; drawing pie charts; calculating the mean.</p>	
		<p style="text-align: center;"><b>Science</b></p> <p><b>Electricity</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Living things and their habitats</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul>

History	Geography	Art	Design Technology	Music
<p><u>World War II:</u> Brief introduction to causes of WW2. ·Investigation into life in the Blitz – enquiry into different aspects of life in the Blitz ·Case study of life for children, including survival of the Blitz and experiences of evacuation ·Investigation into the contribution of Alan Turing. ·Investigation of the role of women in war and the effect on their lives.</p>	<p><u>Rivers and Flooding:</u> ·Rivers from around the world. Features of rivers; ·River sources; ·River processes; ·River uses; ·River flood + Boscastle case study; ·Flood prevention + management.</p>	<p><u>Silhouette art</u> Investigate and combine visual and tactile qualities and match them to the purpose of their work. Apply and develop use of tools and techniques, including drawing. Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.</p>	<p><u>Finishing Automata</u> Fitting cams and followers Manufacturing the handles and objects to go on top Painting the designs evaluating the designs final improvements</p> <p><u>Pencil Case</u> Developing design skills through exploring the size, shape and colour of the fabric. Developing craft skills using single fabric colour and developing hand sewing and embroidery skills.</p>	<p><u>Classroom Jazz 2</u> All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.</p> <p>A. Listen and Appraise the two main tunes and other supporting tunes B. Musical Activities - learn about the interrelated dimensions of music through playing instruments and improvising C. Perform and share</p>
Computing	French	Physical Education	Religious Education	PSHE/RSE
<p><u>Computer development</u> Bletchley Park research</p> <p><u>Spreadsheet modelling</u> Party planning project Basic spreadsheet terminology Setting up a workbook Adding labels Formatting columns and rows Research costs Data entry Formulae to include: SUM Autosum Charts Party invitation designing</p>	<p><u>The Weekend</u> By the end of this unit, pupils will be able to: Ask what the time is in French. · Tell the time accurately in French. · Learn how to say what they do at the weekend in French. · Learn to integrate connectives into their work. · Present an account of what they do and at what time at the weekend.</p> <p><u>World War II</u> By the end of this unit, pupils will be able to:</p>	<p><u>Gymnastics</u> In this unit, pupils build on prior performances of basic gymnastic movements and shapes as well as working safely as an individual and with others in a gymnastic setting. Pupils will develop their individual and collaborative routines and look at how to perform to their best.</p> <ul style="list-style-type: none"> <li>How can we work safely as a gymnast?</li> <li>How can I demonstrate balances and rolls with <b>quality</b> and <b>control</b>?</li> <li>How can you create a simple floor sequence?</li> <li>How can I improve my individual floor sequence?</li> </ul>	<p><u>What was special about Jesus?</u> What is a saviour?; Why do Christians think that Jesus is the saviour?; The origins and meanings of Christmas?; What is the relevance of Jesus' miracles today?; Is the concept of a saviour still important today?</p> <p><u>Why is sacrifice an important religious idea?</u> What does sacrifice mean?; Learning about inspirational leaders who have sacrificed; how is sacrifice linked to religion? What do Christians believe about Jesus' sacrifice?</p>	<p><u>Media Literacy and Safety</u> How data is shared and used online; evaluating the reliability of sources; choosing age-appropriate TV, games and online content; positive and negative influences; the importance of staying safe when using the internet/social networking sites.</p> <p><u>Health and Hygiene</u> Personal hygiene; what are viruses and bacteria; measures to preserve physical health; eating in a positive way; preserving and promoting oral health.</p>

	<ul style="list-style-type: none"><li>· Group/order unknown vocabulary to help decode text in French.</li><li>· Improve their listening and reading skills.</li><li>· Name the countries and languages involved in WW2.</li><li>· Say what the differences were in city and country life during the war.</li><li>· Learn to integrate all their new and previous language writing a letter.</li><li>· Home as an evacuee living in the countryside</li></ul>	<ul style="list-style-type: none"><li>• How can we set up and work with apparatus safely in gymnastics?</li><li>• How do we demonstrate our gymnastic skills fully whilst using apparatus?</li></ul>		
--	--	--	--	--