

Year 6 - Mr Lacy  
Curriculum Overview  
First Half of the Spring Term 2017 - 2018

<u>Literacy</u>	<u>Numeracy</u>	<u>Topic</u>	<u>Science</u>
<p><b>Shackleton's Journey</b></p> <ul style="list-style-type: none"> <li>• Exploring the chronological structure of the text</li> <li>• Continuous diary entries of voyage</li> <li>• Research on key characters</li> <li>• Writing instructions for equipping the expedition</li> <li>• Plotting the course of the expedition</li> <li>• News report on the success of the expedition</li> <li>• Debate on what action to take to release the ship</li> <li>• Feelings poem about escaping the ice</li> <li>• Create own annotated diagram of camp on Elephant Island</li> <li>• Messages in a bottle home from stranded sailors</li> <li>• The rescue: rescue transcript/SOS broadcast</li> <li>• Home at last: Looking back</li> </ul> <p><b>Poetic Style</b></p> <ul style="list-style-type: none"> <li>• Researching poets</li> <li>• Discussing and comparing style of poets</li> <li>• Exploring free verse</li> <li>• Writing and performing free verse</li> </ul>	<p><b>Number – Addition &amp; Subtraction multiplication &amp; Division and Place Value</b></p> <ul style="list-style-type: none"> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations (BODMAS)</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> </ul> <p><b>Number – Fractions (Decimals and Percentages)</b></p> <ul style="list-style-type: none"> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> <li>• Add and subtract fractions with the</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul> <p><b>Algebra</b></p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li> <li>• Calculate the area of parallelograms and triangles</li> </ul> <p><b>Geometry – Position &amp; Direction &amp; Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Describe positions on the full coordinate grid (all four quadrants)</li> </ul>	<p><b>Exploration - The Spice Islands</b></p> <ul style="list-style-type: none"> <li>• Creating a World Map from memory</li> <li>• The location of the Spice Islands</li> <li>• Why was Pepper so important?</li> <li>• Tracking a journey to the Spice Islands</li> <li>• Preparing for a voyage</li> <li>• Jobs on Board</li> <li>• Provisions</li> <li>• Food</li> <li>• Disease</li> <li>• Research on the Spice Islands</li> </ul>	<p><b>Electricity</b></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 a circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>

Year 6 - Mr Lacy  
Curriculum Overview  
First Half of the Spring Term 2017 - 2018

<p style="text-align: center;"><u>PE</u></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To perform actions body shapes and balances accurately and consistently</li> <li>• To create sequences that meet set conditions</li> <li>• To be able to make symmetrical and asymmetrical shapes</li> <li>• To choose involve shapes and balances in a sequence</li> <li>• To adapt sequence to new situation</li> <li>• To apply their own ideas and create</li> <li>• new sequences</li> <li>• To perform counterbalances and</li> <li>• incorporate them into their sequences</li> <li>• To perform movements in canon and</li> <li>• unison and incorporate them into their sequences</li> <li>• To make changes to speed, level and direction in their work and apply their own compositional ideas to the sequences they create</li> </ul>	<p style="text-align: center;"><u>Computing</u></p> <p><b>Presenting &amp; evaluating information</b></p> <ul style="list-style-type: none"> <li>• Safe searching</li> <li>• Using multiple sources of information to check accuracy</li> <li>• Evaluating information</li> </ul>	<p style="text-align: center;"><u>PSHE</u></p> <p><b>Healthy Relationships and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Understanding what constitutes a healthy relationship</li> <li>• How actions and behaviour can affect relationships</li> <li>• Boundaries within relationships</li> <li>• Working together</li> <li>• Conflict negotiation</li> <li>• What influences our choices about health and wellbeing</li> <li>• Harmful substances</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p><b>Understanding Faith in Brentford</b></p> <ul style="list-style-type: none"> <li>• What can we discover about the faiths and beliefs in our class and school?</li> <li>• What can we discover about the faiths and beliefs in the local community and your borough?</li> <li>• How have faith and belief communities in your borough changed over the past 50 years?</li> <li>• What are the reasons for changes in these communities in your borough?</li> <li>• How do faith groups work in partnership with each other and the local community?</li> <li>• How has life in your borough been enriched by the diversity of the faiths and beliefs that make up the borough?</li> </ul>
	<p style="text-align: center;"><u>French</u></p> <p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>• Buying Cloths in a shop</li> <li>• Listening</li> <li>• Speaking</li> <li>• Grammar</li> </ul>		