

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

<u>English</u>	<u>Numeracy</u>	<u>Topic</u>	<u>Science</u>
<p><b>The Piano- Film Narrative</b></p> <ul style="list-style-type: none"> <li>Storyboard the narrative</li> <li>Dramatization of specific events in the story</li> <li>Explore characters' motives</li> <li>Internal monologues</li> <li>Oral hot seating of characters reflecting on their lives</li> <li>Write up the story</li> </ul> <p><b>Book Study: The Jungle Book</b></p> <ul style="list-style-type: none"> <li>Compare and contrast to Disney film</li> <li>Identify key characters</li> <li>Jungle setting- using figurative language to describe the jungle</li> <li>Soundscape of the jungle</li> <li>Direct speech between the wolves when they first meet Mowgli</li> <li>Character map: relationships between characters and their choices</li> <li>Conscience alley- Mowgli's decision</li> <li>Final confrontation- write play script and then perform</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 same denominators</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>Oceans of the World</b></p> <ul style="list-style-type: none"> <li>Locate world's oceans and seas</li> <li>Identify climate and depth of each and identify geographical features</li> <li>Create fact file of a chosen ocean</li> <li>Research the flora and fauna of the world's oceans. Look at each layer at a time.</li> <li>People who use the world's oceans and seas</li> <li>Use of the ocean to support their settlement</li> <li>Consequences of over fishing</li> </ul> <p><b>Turner Seascapes</b></p> <ul style="list-style-type: none"> <li>Visit Clore Gallery at Tate Britain</li> <li>Sketches of Turner Paintings</li> <li>Colour palettes</li> <li>Examining subjects</li> <li>Creating backgrounds</li> <li>Compositions</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in a straight line.</li> <li>Use the idea that light travels in a straight line to explain that objects are seen because they give out or reflect light into the eye.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in a straight line to explain why shadows have the same shape as the objects that cast them.</li> </ul>

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<u>PE</u>	<u>Computing</u>	<u>PSHE</u>	<u>RE</u>
<b>Gymnastics</b> <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 new sequences</li> <li>To perform counterbalances and incorporate them into their sequences</li> <li>To perform movements in canon and 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>	<b>Spreadsheet modelling</b> <ul style="list-style-type: none"> <li>Understand that spreadsheets can be used to explore mathematical models</li> <li>Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them</li> <li>Copy formulae to create tables of results</li> <li>Create graphs</li> <li>Create and use a spreadsheet to present an survey</li> </ul>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>Children will learn growing independence</li> <li>Understand the skills necessary to cope with a days work</li> <li>They will know how to express their own point of view and listen to others</li> <li>They will know how and why saving is important</li> </ul>	<b>Pilgrimage</b> <ul style="list-style-type: none"> <li>What is a pilgrimage?</li> <li>The Journey or the Destination</li> </ul> <b>Easter</b> <ul style="list-style-type: none"> <li>The connections between Adam, Eve, Christmas and Easter, using evidence from the Bible</li> <li>The person of Jesus and the purpose of his coming</li> </ul>
		<b>French</b> <b>Les transports</b> <ul style="list-style-type: none"> <li>Talk about forms of transport</li> <li>Ask and talk about where you're going and how you're going to get there</li> <li>Talk about plans for a trip</li> <li>Buy tickets at the station</li> </ul>	