

Year 6 - Mrs Little and Mr Lacy  
Curriculum Overview  
First half of the Summer Term 2021

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p><b>The Midnight Fox by Betsy Byars</b></p> <ul style="list-style-type: none"> <li>• Gathering information about characters and their relationships.</li> <li>• Explore characters' feelings.</li> <li>• Deduce information about characters.</li> <li>• Write in role as a chosen character.</li> <li>• Develop an understanding and retrieve information about plot.</li> <li>• Explore figurative language to describe characters and settings.</li> <li>• Use figurative language to write a poem about the fox.</li> <li>• Look at different viewpoints and the use of persuasive language.</li> <li>• Plan and write reports on key events.</li> </ul>	<p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• Use the four operations mentally and with increasingly larger numbers.</li> <li>• Using BODMAS to solve problems mentally and with written formal methods.</li> <li>• Missing number sums.</li> </ul> <p><b>Geometry and number facts</b></p> <ul style="list-style-type: none"> <li>• Check calculations with the inverse.</li> <li>• Drawing and measuring angles using a protractor.</li> <li>• Convert between, compare and order fractions, decimals and percentages.</li> <li>• Find percentages and fractions of amounts, in context.</li> <li>• Multiply and divide fractions and whole numbers.</li> <li>• Read and interpret timetables.</li> <li>• Complete passages of time questions.</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Use simple formulae</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> </ul>	<p><b>Carnival Masks</b></p> <ul style="list-style-type: none"> <li>• To locate the main cities of South America and Brazil.</li> <li>• To look at specific human geography features of Brazil and Rio: transport, tourism and housing.</li> <li>• Campaign highlighting the living conditions of the people living in the Favelas.</li> <li>• Create a travel adverts for Rio which attracts people to attend the Carnival.</li> <li>• To observe and describe in detail 3 carnival costumes</li> <li>• To record the designs of 3 masks from around the world.</li> <li>• Design a carnival mask following instructions.</li> <li>• To use painting and decorating techniques to embellish a mask.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> <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> </ul>

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<u>PE</u>	<u>ICT</u>	<u>PSHE</u>	<u>RE</u>
<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To develop the consistency of their running techniques</li> <li>To develop the accuracy and consistency of their overarm throwing</li> <li>To develop techniques for basic discus throwing</li> <li>To increase the number of techniques they use for jumping</li> <li>To develop the consistency of their running action in relay events</li> </ul> <p><b>Other skills/Fitness (FUNS)</b></p> <ul style="list-style-type: none"> <li>Improve co-ordination and general fitness levels.</li> <li>Work co-operatively to achieve a goal or complete a physical activity.</li> <li>Understand that exercise can improve health, overall wellbeing and reduce stress.</li> </ul>	<p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>To know what cyber bullying is.</li> <li>The safe use of technology.</li> </ul> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>Entering code where user input creates mathematical calculators of number, shape and time</li> <li>Create a mathematical app using skills learned</li> <li>Debug more complex programs</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Positive role models- how to recognise them and how to be one</li> <li>Making the right decisions</li> <li>Developing and maintaining positive relationships</li> <li>Consequences of actions</li> <li>How to maintain and build positive friendships and relationships as we move into secondary school</li> <li>Building and maintaining a positive self-image</li> <li>Roles in society</li> <li>Future aspirations</li> </ul>	<p><b>Understanding Faith in Brentford</b></p> <ul style="list-style-type: none"> <li>Faith and beliefs in our class and school</li> <li>How places of worship and faiths have developed in the local area</li> <li>What different places of worship do we have in Brentford?</li> <li>How different faith groups work together with the wider community</li> <li>How has the local area been enriched by different faiths</li> </ul>