

Year 6 - Mrs Little and Mr Johnston
Curriculum Overview
First half of the Summer Term 2023

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p>The Midnight Fox by Betsy Byars</p> <ul style="list-style-type: none"> • Gathering information about characters and their relationships. • Explore characters' feelings. • Deduce information about characters. • Write in role as a chosen character. • Develop an understanding and retrieve information about plot. • Explore figurative language to describe characters and settings. • Use figurative language to write a poem about the fox. • Look at different viewpoints and the use of persuasive language. • Plan and write reports on key events. 	<p>Arithmetic</p> <ul style="list-style-type: none"> • Use the four operations mentally and with increasingly larger numbers. • Using BODMAS to solve problems mentally and with written formal methods. • Missing number sums. <p>Geometry and number facts</p> <ul style="list-style-type: none"> • Check calculations with the inverse. • Drawing and measuring angles using a protractor. • Convert between, compare and order fractions, decimals and percentages. • Find percentages and fractions of amounts, in context. • Multiply and divide fractions and whole numbers. • Read and interpret timetables. • Complete passages of time questions. <p>Algebra</p> <ul style="list-style-type: none"> • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically 	<p>Rio Carnival</p> <ul style="list-style-type: none"> • To compare tourist information maps of London and Rio. • To understand the living conditions of the poor and how carnival affects them • To understand what attracts people to attend the Carnival. • To observe and describe in detail 3 carnival floats from around the world. • To create a cardboard version of a float and evaluate its effectiveness • To create a float with mechanism • To use painting and decorating techniques to embellish a float • To complete float and evaluate its effectiveness in comparison to the initial cardboard model. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.

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<u>PE</u>	<u>ICT</u>	<u>French</u>	<u>RE</u>
<p>Athletics</p> <ul style="list-style-type: none"> To develop the consistency of their running techniques To develop the accuracy and consistency of their overarm throwing To develop techniques for basic discus throwing To increase the number of techniques they use for jumping To develop the consistency of their running action in relay events <p>Other skills/Fitness</p> <ul style="list-style-type: none"> Improve co-ordination and general fitness levels. Work co-operatively to achieve a goal or complete a physical activity. Understand that exercise can improve health, overall wellbeing and reduce stress. 	<p>E-Safety</p> <ul style="list-style-type: none"> To know what cyber bullying is. The safe use of technology including dealing with trolling, cyber-bullying, use of apps and social media. Understanding what plagiarism and copyright are. Safe use of mobile technology Age limits and laws surrounding technology. Where to go for help if there is a problem. 	<p>Le Sport</p> <ul style="list-style-type: none"> Talking about sports we like and dislike Give reasons for opinions Talk about a sporting event Write more detailed, independent sentences in French <p><u>RSHE</u> Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> Understanding that mental health is as important as physical health To understand how experiences can affect our wellbeing positively and negatively Positive strategies for managing emotions Identifying where we can receive trusted support Feelings around changes that can occur in life and how to deal with them Strategies to foster positive mental health 	<p>Understanding faith in Brentford</p> <ul style="list-style-type: none"> Know that the school and the wider community are made up of people who belong to a (wide) range of faith and belief groups. Know about significant places of worship in the wider borough and understand that communities grow and also sometimes move on out of the area. Be able to present to the class information about one place of worship and know that there are a wide range of faith and belief communities in the borough. Clarify similarities and differences between faith and belief communities.