

CURRICULUM SUMMARY



Term:
Spring 2

Year Group:
6

Class Teacher:
Mr P Daly
Mrs K Long

To love, serve and learn as Jesus shows us



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Subject: English

Alma (Animation)

Broken (Animation)

<u>Final writing Outcome:</u>	Narrative thriller Character description
<u>Incidental pieces of writing:</u>	<ul style="list-style-type: none">• Response to characters and plot.• Diary entry.• Interview-hot seating.• Setting description and impact of changes to scenery.• Interview questions.• Thought bubbles/speech bubbles.• Picture captions.• Re write dialogue between two characters.• Character description.• Persuasive argument.• Predictions.

<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none">• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly• use synonyms to avoid repetition
<u>Composition</u>	<ul style="list-style-type: none">• write for a range of purposes• use paragraphs to organise ideas• in narratives, describe settings and characters• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none">• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<u>Handwriting and presentation</u>	<ul style="list-style-type: none">• write legibly
<u>Focus skills</u>	
<ul style="list-style-type: none">• In narratives, describe settings, characters and atmosphere• Integrate dialogue in narratives to convey character and advance the action• Using inverted commas and other punctuation to indicate direct speech• Using hyphens to avoid ambiguity.• Distinguish between the language of speech and writing and choose the appropriate register.• Use commas, hyphens and brackets for parenthesis.• Vary sentence structure for effect.• Use figurative language to enhance descriptive writing E.g. metaphors.• Use fronted adverbials, relative clauses and relative pronouns to add detail to writing.	



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Subject: Mathematics

Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Algebra</u> Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.		<u>Measurement</u> <u>Converting Units</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres.	<u>Measurement: Perimeter, Area and Volume</u> Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3 , m^3 and extending to other units (mm^3 , km^3)		<u>Number: Ratio</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		Consolidation



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Subject: Geography

Central America is generally considered part of the continent of North America, but is often referred to as its own region. Central America is a narrow isthmus that is bordered by North America and the Gulf of Mexico to the north and by South America to the south. To the east of Central America is the Atlantic Ocean and the Pacific Ocean is to the west. There are seven countries that are considered part of Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. The children will also focus on the geography of Central America through their learning of the Maya threaded through their current History topic.

The Big Question...

How did the geography of Central and North America affect the Maya civilisation?

Learning Outcomes

- Can I locate the world's countries using maps to focus on Central America?
- Can I locate where the Maya lived?
- Can I compare the physical geography of Mesoamerica and the U.K.?
- Can I find out about the way of life of modern Maya?
- Can I debate and consider a range of theories of why many Maya cities were abandoned in AD 900?
- Can I understand how the reserve at Tikal conserves the rainforest and an archaeological site?

Geography Skills:

Describe and understand key aspects of:
Physical geography, including:
climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including:
types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Learning skills:

Locate the world's countries, using maps to focus on Central America, concentrating on environmental regions, key physical & human characteristics, countries, and major cities

- Use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied.
- Compare maps with aerial photographs
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.
- Follow a short route on a OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

Core Vocabulary:

continent, country, city, North America, Central America, Mesoamerica, El Salvador, Belize, Guatemala, Mexico, Chichen Itza, Tikal, climate, human geography, physical geography, biomes, physical features, land use, residential, leisure, aquatic, climate, tribe, civilization, deforestation, overpopulation, terrain

English links:

Non-chronological reports, captions, tour guide, diary entry, annotating maps, letters, hot-seating

Maths links:

Interpreting dates on a timeline
Number and Place Value - base number of 20, concept of zero.

Other curriculum links:

History - compare locations of major world cities in the 1-8th centuries.
PE - Devise/play a version of the ball game: Pok-Ta-Pok

Art/DT - Pyramid structures
- Make chocolate
Science - Astronomy

PSHE - considering the needs of others, developing community spirit; Mayan medicine - natural cures.
British Values: democracy, citizenship
Spiritual, Moral, Social and Cultural development; organisation of society, structure of cities.



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Subject: Science
Living Things and Their Habitats

In this unit, we will be learning to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and to describe the life process of reproduction in some plants and animals. We will also 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 and give reasons for classifying plants and animals based on specific characteristics.

Learning Outcomes

- To be able to describe how some plants reproduce.
- To be able to describe the life cycles of different mammals.
- To be able to explain what Jade Goodall discovered about chimpanzees.
- To be able to compare the life cycles of amphibians and insects.
- To be able to compare the life cycles of plans, mammals, amphibians, insects and birds.

<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
<ul style="list-style-type: none">• Observation over time.• Exploration.• Illustration.• Pattern seeking.• Identifying, classifying and grouping.• Research using secondary sources.	<ul style="list-style-type: none">• I can suggest possible and unlikely outcomes or consequences of decisions and actions• I can recognise and explain a problem and hypothesis about solutions• I can speculate about possibilities and think about their consequences• I can find and organise information from a wide range of sources including books and ICT• I can use what I know and what I have experienced to predict and generalise from it and apply this to new situations• I can recognise that evaluation requires criteria against which to make judgements and can decide which criteria is important and why• I can talk about my strengths and areas for development• I work for the pleasure of learning, creating or doing so in its own right• I can work well in a group and can tell you what helps my group work well together• I can organise and shape a talk, making connections between ideas	<ul style="list-style-type: none">• Pollination• Fertilisation• Fusion• Ovule• Pollen• Cell• Reproduction• Asexual• Sexual• Cuttings• Roots• Gestation• Marsupial• Life cycle• Endangered• Extinct• Amphibian• Insect• Transform• Larvae• Pupa• Nymph• Egg• Embryo• Albumen• Reproduce
<u>English links:</u>		<u>Maths links:</u>
<ul style="list-style-type: none">• Produce a glossary for topic specific scientific words• Written or recorded narration about the growth of a baby• Diary entry in role as Jane Goodall		<ul style="list-style-type: none">• Comparing and sorting data
<u>Other curriculum links:</u>		
<u>Computing</u> – Use of technology to research and photograph.		
<u>Gardening</u> – Planting and harvesting potatoes		
<u>Art</u> – Sketching plants/flowers		