

Year 6 Spring Term 2024 – Curriculum Overview

Theme – Marvellous Mayans

Golden Thread- How did the Mayans affect our culture today?

Spectacular starter Mayan artifacts box	Marvellous Middle VR workshop	Fantastic Finale Mayan food making
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Curriculum area	Focus	Further information
English Ongoing main skills	<p>Reading- word reading Apply growing knowledge of prefixes to read aloud and understand the meaning of new words</p> <p>Reading- Comprehension Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve understanding Drawing inferences, such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied</p> <p>Writing – Transcription Use further prefixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Writing – handwriting and presentation Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose writing implement that is best suited for a task</p> <p>Writing – Composition Plan writing Note and develop initial ideas, drawing on reading and research where necessary Draft and write Precising longer passages Use a wide range of devices to build cohesion across paragraphs Evaluate and edit Ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>Book study - Phillip Pullman – Clockwork: all wound up Book study 2: Nen the Lonely Fisherman PGL writing</p> <p>Drama – role on the wall, Suspense building – use model from The Iron Man & Boo! Repetition, sentence lengths, figurative language, show not tell, punctuation for effect, passive form Letter – format, tone (informal language), emotive language, writing from the character’s perspective Instructions – format, imperative verbs, rhetorical questions, time adverbials, subject specific language Newsflash – formal tone, speech to move the action on and show character, cohesion (use of fronted adverbials), punctuation for effect (colon) Non-chronological report – subject specific language, dictogloss, formal language, format, informative word choices Narrative writing Persuasive Writing - Imperative verbs , subjunctive form, rhetorical questions, technical and emotive language, paragraphs , cohesion between sentences, subheadings</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>

	<p>Proof read for spelling and punctuation errors</p> <p>Writing – Vocabulary, grammar and punctuation</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons or dashes to mark boundaries between independent clauses</p> <p>Learn the grammar for Year 6 in National Curriculum</p> <p>Use and understand the grammatical terminology in National Curriculum accurately and appropriately in discussing their writing and reading</p>	
<p>Maths</p> <p>Ongoing main skills</p>	<p>Number – number and place value</p> <p>Use negative numbers in context</p> <p>Solve number and practical problems</p> <p>Number – addition, subtraction, multiplication and division</p> <p>Divide numbers up to 4 digits by a two digit number using the formal methods of short division where appropriate, interpreting remainders according to the context</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Number – fractions (including decimals and percentages)</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p> <p>Associate a fraction with a division and calculate decimal fraction equivalents</p> <p>Use written division methods where an answer has up to two decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Use written division methods in cases where an answer has up to two decimal places</p> <p>Ration and proportion</p> <p>Solve problems using similar shapes where the scale factor is known or can be found</p> <p>Algebra</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p> <p>Measurement</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Geometry- properties of shape</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Geometry – position and direction</p> <p>Draw and translate simple shapes on the coordinate plane and reflect them in the axes</p> <p>Statistics</p>	<p>Geometry (2D and angles)</p> <p>Properties, names and drawing 2D shapes</p> <p>Angles – drawing and measuring</p> <p>Interior angles of a polygon (including quadrilaterals)</p> <p>Drawing 2D shapes with given dimensions</p> <p>Missing angle problems</p> <p>Volume</p> <p>Geometry (3D)</p> <p>Describe and identify 3D shapes (outdoor learning)</p> <p>Visualise and create nets</p> <p>Calculating volume of a 3D shape using all three dimensions</p> <p>Fractions, Decimals and percentages</p> <p>Decimals as fractions</p> <p>Fractions to decimals</p> <p>Fractions to percentages</p> <p>Equivalent FDP</p> <p>Order FDP</p> <p>Percentage of an amount</p> <p>Conversion of units</p> <p>Metric measures</p> <p>Convert metric measures</p> <p>Calculate with metric measures</p> <p>Miles to kilometres</p> <p>Algebra</p> <p>Simplifying by joining like terms</p> <p>Finding missing values by balancing each side</p> <p>Finding missing values by using trail and error for harder calculations</p> <p>Nth term – generating and describing number sequences</p> <p>Statistics</p> <p>Read and interpret line graphs</p>

	Calculate and interpret the mean as an average	Draw line graphs Circles The mean
Computing	<p>e-safety know how to be a discerning consumer of information including understanding ranking, selection and targets.</p> <p>Creating Media Create a web for a specific purpose. Identify what makes an effective web page. Evaluate the success of their web page.</p> <p>Data and information Organising data into columns and rows to create their own data set. Use formulas to calculate data. Apply formulas to multiple cells.</p>	<p>3D scheme Year 6 Unit 5</p> <p>Web Page Creation Evaluate own website using Google Sites. Specific attention paid to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p> <p>Spreadsheets Use spreadsheets to plan an event and answer questions. Create graphs and charts, and evaluate results in comparison to questions asked.</p>
Science	<p>Evolution and Inheritance/ Living things Recognise that living things have changed over time and that fossils provide information about living things on earth millions of years ago Recognise that offspring vary and are not identical to their parents Identify how animals and plants are adapted to their environment and that this may lead to evolution Describe how living things are classified into groups according to observable characteristics based on similarities and differences Give reasons for classifying plants and animals Fossil research and identification Empathise with Mary Anning and write a diary entry from her perspective when she finds the ichthyosaurus Cross-breeding of dogs. Design own cross breed with desirable features from two breeds. Explore theory of evolution and Charles Darwin's contributions Play natural selection game on computers Test reliability of resources used by sharing Wallace's contributions to the theory Write a biography about Darwin Research plant adaptations and create a fact file Apply knowledge of evolution to design a future world whereby plants, animals and the environment have adapted to change</p>	<p>Identifying Use secondary sources to identify and classify things Make own keys and branching data bases with 4 or more items Use more than one piece of scientific evidence to identify and classify things</p> <p>Pattern Finding Record data appropriately</p> <p>Research Draw valid conclusions from research Evaluate how well research has answered questions</p> <p>Observation Recognise the significance of things changing over time</p> <p>Fair testing Talk about and explain casual relationships using scientific knowledge and understanding</p>

Humanities	Geography Map using geographical resources Analyse climate zones Compare and contrast physical geographical features of a region Evaluate and present on economic activity History Critique a range of sources and construct well informed responses in written form Analyse historical findings Evaluate and hypothesise the influences on societies Sift arguments and make informed responses	Ancient Maya Map skills – Where were the Mayans? Climate Zones Compare different regions in central America Slaves, nobles and famers – civilization Religion Number system – Calendars Legacy – what impact did Mayans have on our lives ?
Music	Singing Confidently sing in a round or canon Rhythm Recognise aurally a compound rhythm being read Instrumental work Recorders Read 3 notes on the stave Compose a piece of music with a clear structure Listening and appraising Identify improvements in own music	Charanga scheme: Ukulele course Ukulele course/Instruments – Kingston Music Service (charanga.com) Learning the chords C, F, G7 and G. Playing songs which are built around three chords Reading notation with an increased confidence. Creating own compositions using music software.
DT	<u>Celebrating culture and seasonality</u> Prior learning Able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.	Mayan food Designing board games

	<p>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p>Technical knowledge and understanding</p> <p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary.</p>	
Art	<p>Work with creativity, experimentation and an increased awareness of art and design.</p> <p>Use hints, tones, hues and shades to convey feeling and purpose.</p> <p>Show mastery of joining and manipulating materials.</p> <p>Use a wide range of artistic language.</p> <p>Interpret and explain how artists produce work that reflects historical periods, culture, religion and attitudes.</p> <p>Record meaningful and insightful observations about their own work and the work of others.</p>	<p>Mayan Art</p> <p>Create a Mayan mask using mosaic paper</p> <p>Design and make a Mayan dream catcher</p> <p>Work as a class to make a wall design that includes animal inspired patterns</p> <p>Use coloured pencils and squares to create Mayan sun art as a class</p> <p>Use clay to make Mayan tiles.</p>
Exploring cultures (Religious Education)	<p>Religion in our Community</p> <p>Discuss and debate the meaning of worship</p> <p>Research places of worship</p> <p>Compare different places of worship</p> <p>Explore the importance of worship in a community</p> <p>Evaluate the way in which a church works on a community</p> <p>Generate questions to ask a key religious figure in the community</p> <p>Research a key figure from the community</p> <p>Justify a religious celebration in the community</p> <p>Compare how religious celebrations have changed over time</p>	<p>Humanism</p> <p>Discuss other belief systems and how non-religious groups have world views too. Compare with religions. Are there any common themes?</p> <p>What is worship? What does worship mean to you?</p> <p>Compare worship across religions.</p>
RHE	<p>Health and well-being</p> <p>Illness and immunisation</p> <p>Healthy body and healthy mind</p> <p>Relationships</p> <p>Healthy relationships</p> <p>Mental well-being</p> <p>Care and support</p> <p>Internet Safety</p>	<p>3D scheme</p>
Physical Education	<p>Dance</p> <p>Use a visual film to inspire dance movements</p> <p>Know and understand the dance terms 'meeting', 'parting', 'unison' and 'anon'</p> <p>Add a number of shorter dances together to make 1 long dance</p> <p>Know and understand famous dance styles and fashions throughout the 20th century</p> <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement</p> <p>Enjoy communicating and collaborating with each other</p> <p>Develop an understanding of how to improve, and learn how to evaluate and recognise own</p>	<p>Using 'Fit for Sport' scheme</p> <p>Dance units 7 and 8</p> <p>Net wall games units 10 and 11</p> <p>Gymnastics units 14 and 15</p> <p>Striking and fielding unit 7</p>

	<p>success</p> <p>Net wall games Describe a scoring system Know and understand that the ball should only bounce once on the court Play as part of a pair Know and understand that the aim is to hit the ball so it lands in the opponent's half of the court. Continue to implement and develop a broader range of skills, learning how to use them in different ways Enjoy communicating, collaborating and competing with each other Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success Understand what makes a performance effective and apply these principles to own and others' work Become more competent, confident and expert in techniques, and apply them across different sports and activities. Develop the confidence and interest to get involved in exercise, sport and activities outside school.</p> <p>Gymnastics Create a sequence, planning for pathways, relationships and timing Know and understand the terms 'parallel', 'linked', 'canon' and 'unison' Combine actions carrying weight on the hands into an apparatus sequence Know and understand the term 'synchronised' Continue to implement and develop a broader range of skills, learning how use them in different ways and link them to make actions and sequences of movement Enjoy communicating and collaborating Build on and embed the physical development and skills learnt in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different</p> <p>Striking and fielding Score points by hitting a ball and running safely to the target Know and understand that is advantageous to attempt to field a batter 'out' Continue to implement and develop a broader range of skills, learning how to use them in different ways Enjoy communicating, collaborating and competing with each other Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success. Understand what makes a performance effective and apply these principles to own and other' work Become more competent, confident and expert in techniques, and apply them across different sports and activities. Develop the confidence and interest to get involved in exercise, sport and activities outside school.</p>	
<p>Modern Language</p>	<p>My house - Mi casa Types of homes and locations</p>	<p>Language angels scheme Speaking, listening, reading and writing</p>

(Spanish)

10 rooms in the house