



YEAR 6 CURRICULUM OVERVIEW Term 1 2019-20




UNIT OF INQUIRY - Sharing The Planet (Ongoing)

	<p>Central Idea Human actions and reactions can cause conflict and influence how it is resolved.</p> <p>Key Concepts Perspective, Causation, Responsibility</p> <p>Related Concepts Conflict, Resolution, Respect, Systems, Perception</p>	<p>Lines of Inquiry Causes of conflicts at different levels Political, economic, social and religious differences can cause conflict The consequences of conflict Conflict resolution and management</p> <p>Key Vocabulary personal, local & international conflict, suffering, consequences, communication, resolution, prejudice, escalate, assumptions</p>
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UNIT OF INQUIRY -How We Organise Ourselves

	<p>Central Idea Many factors influence the development of governmental systems and societal values.</p> <p>Key Concepts Responsibility, Perspective, Change</p> <p>Related Concepts: Justice, Equality, Diversity</p>	<p>Lines of Inquiry The principles of law and human rights The effect of governmental systems on societies and individuals How society and values have changed over time</p> <p>Key Vocabulary Society, gender diversity, government, rights, responsibilities, laws, democracy, communism, dictatorship, elections, justice, needs</p>
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UNIT OF INQUIRY - Who We Are

	<p>Central Idea Our bodies and the changes we experience affect our evolving sense of self</p> <p>Key Concepts Change, Function</p> <p>Related Concepts: Well-being, Identity, Self-image</p>	<p>Lines of Inquiry The interconnectedness of our body systems The physical, social, emotional and intellectual changes that occur throughout life The impact of lifestyle choices on the body Reproductive processes</p> <p>Key Vocabulary Lifestyle, growth, organs, development, nervous, reproductive, skeletal, muscular, digestive, respiratory</p>
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LANGUAGE

	<p>Reading Non-fiction: Nonfiction texts about the human body - skills include summarising, questioning, skimming, scanning for information. Explore poems, identify the poet's use of imagery and highlight key phrases. Describe the stanza in greater detail i.e rhyming patterns, imagery</p> <p>Fiction: Participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres. Group Literature Circles related to conflict.</p> <p>Reading Skills: Comparing and inferring, Summarizing</p> <p>Spelling, Grammar and punctuation Spelling Patterns: Revise: i before e except after c, prefixes and suffixes Investigate the use and spelling of connectives Revise spelling patterns for unstressed vowels/consonants in</p>	<p>Writing To Entertain: Narrative: historical fiction related to unit on conflict (e.g. diary entries, soldiers in WW1 trenches, children during the Blitz) Conflict within narrative, four types of conflict.</p> <p>To Entertain: Poetry: Descriptive, metaphor and personification</p> <p>To Explain/Inform: Explanations on the body systems: Features to include - paragraphs, headings, causal connectives, diagrams, labels,</p>
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	polysyllabic words Punctuation: speech marks, colons. Apostrophes: contractions, possession	imperative verbs, Writing Skills: Paragraphs and editing
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MATHS

	Integrated Maths Number Read and write ratios. Use ratios in real-life situations (heart rate) Data handling: Design a survey and systematically collect, record, organise and display the data in a bar or line graph.	Stand alone Maths Number Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Read and calculate exponential notation applied to real-life measurements. Understand negative numbers. Identify and apply prime numbers. Use common factors to simplify fractions in mental and written form. Use common multiples to express fractions in the same denomination. Understand the order of the four number operations and parentheses to solve expressions. Apply mathematical expressions to real-world problems. Multiply and divide 4-digit numbers by 2-digit numbers using formal methods of long and short multiplication. Multi-step problems involving the four operations. Compare, order and simplify fractions. Add, subtract, multiply and divide fractions. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Use fractions, decimals and percentages interchangeably in real-life situations.

ICT


	Integrated ICT: Investigating: Extend research skill development, and begin to evaluate a variety of sources. Locate, collect and analyse relevant digital content. Use digital technologies to facilitate and support the process of note-taking Creating: Select a digital technology to create a product that shares knowledge, and explain their choice. Design a survey and collect, display and interpret data using Google Sheets Communicating: Demonstrate proper use of tools to enhance a presentation. Use digital tools to communicate and work collaboratively Collaborating Use digital technologies to interact and collaborate with peers and experts to extend learning and enhance conceptual understanding. Organising Structure, arrange and organise digital technologies in a way that facilitates use. Name files, folders and links logically according to grade-level expectations. Responsible Digital Citizen Understand and follow the DSL Acceptable Use Policy. Demonstrate safe use of technologies and I understand the consequences of the misuse of technology. (Trip Royal Courts- Cyberbullying court case) Agree not to record, photograph or post online	Stand-Alone ICT Creating: Use digital technologies to reflect. Critically think and reflect to make informed choices when sharing knowledge and engaging in self-expression. Communicating: Identify the audience and choose digital technologies to communicate effectively. Use digital technologies to provide constructive feedback to peers. Organising Independently troubleshoot common technical problems. Independently navigate school organisational structures (e.g. Google Drive). Responsible Digital Citizen Behave appropriately when interacting with others online and agree to only use appropriate language, pictures, music, videos, etc. Behave appropriately when interacting with others online and agree to only use appropriate language, pictures, music, videos, etc. Keep personal information and passwords private and agree not to use anyone else's password. Check and make sure privacy settings on

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	a teacher or a student without the person's direct and clear permission.	communication tools are secure.
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ART

	<p>Art in times of conflict Aims: Understand the role and relevance of visual arts in society; Critique and make informed judgements about artwork Painting: Refining skills using different paints such as; watercolour, poster paint etc. Concentrating on different brush techniques and their effects. How different artists use painting during times of conflict as a means of expression. . Artist: Wyndham Lewis and contemporary artists in 'conflict art' Skills: fine motor skills-controlling the paintbrush to use the right amount of water and paint for the required consistency. Interpreting: Understanding the principles of design and their effects when used in a painting; analysing a variety of paintings designed representing conflict and created in times of conflict; demonstrating knowledge to analyse their own and others work. Analysis: seeing links between paintings from different artists Speaking: talking to small groups/whole class about what they see and using appropriate vocabulary linked to colour/ texture/ artistic styles.</p>	<p>Movement and body sketches Aims: Reflect on the factors that influence personal reactions to artworks. Drawing and sketching: Explore how to draw and sketch different parts of the body. Look at the size, shape, proportion when drawing the body. Explore how different artists show the human form in different styles. Look at different ways of representing body movement- from cartoons to famous works of art and create your own art works. Skills: application- use skills shown accurately and represent in their own figures drawing using the correct proportion. Spatial awareness: being aware of various lines/shapes/details- being able to reproduce these in their own sketches of the body. Time management: using the lesson time appropriately to complete each task.</p>
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LANGUAGES

	<p>SPANISH Recognising and saying letter sounds linked to the vocabulary about giving information about oneself such as one's name, birthday, age, where one lives and where one is from (for example ñ, ll, j, v, r, u, w, y, z) Understand, say, read and write numbers from 1-30 To be able to write a small paragraph about oneself To start describing one's physical features orally To understand and ask basic questions using common question words (dónde, cómo, qué, cuándo, cuál) Further analyse the concept of masculine and feminine in the Spanish language with food items. Practise basic conversation conventions through role-play.</p>	<p>FRENCH - Integrated Food and drinks including how to express quantities depending on the gender of nouns (du, de l'..., de la, des) Common verbs in the present tense for all pronouns To name different parts of the body in French. Role play a visit to the doctor to say where something hurts To construct sentences with <i>être</i> and <i>avoir</i> in the present tense to write about their emotions. Start applying more systematically the rule about the agreement of adjectives with nouns. Ongoing practice of French phonics to develop reading and writing skills Stand alone The Francophone world: Independent research of a francophone country of their choice. Reading comprehension about French-speaking countries. Be able to say and read the numbers 1-60.</p>
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MUSIC

	<p><u>Integrated</u> <i>Governments and National Anthems:</i> Explore National Anthems, the music elements and how they are used to express feelings of patriotism, national identity etc. Pupils to research and make presentations on an anthem. Decide on a topic and create an original anthem. <i>How does the age and shape of our body influence the music that we perform and create?</i> Explore music for various ages, such as nursery rhythms, teenage music, evergreens, classical music, etc. Also look at music created and performed by physically disabled musicians. Using this learning to create music that reflects a certain age.</p>	<p><u>Stand alone</u> <i>Music theory:</i> Learn the names of note names such as crotchet, quaver etc. Learn about and perform music pieces that have syncopation. <i>Performing:</i> Revise rhythm performance and focus on performing eighth notes as triplets in a Swing fashion using a percussion instrument <i>Singing:</i> Recognise chromatic movement in a melody and copy it with a voice; create songs with chromatic movement <i>Music Technology:</i> Use the software, Soundtrap studio to learn the basics of the Soundtrap online studio such as start, stop and rewind/forward; change the tempo access and import loops; access and manipulate the piano roll; access the drum track and create rhythm patterns; record a voice using a microphone.</p>
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PE

	<p><u>Invasion Games: Netball, Football, Handball and Tag Rugby</u> In Games, students will continue consolidating sport-specific skills for netball, football, handball and tag rugby. These skills will be practiced in small group activities and applied to games. Skills include dribbling, passing, handling skills and shooting. Tactics and strategies will be an area that the students will also focus on. Year 6 students will also have the opportunity to be a leader in their house when participating in house sport competitions.</p>	<p><u>Invasion Games: Hockey and Basketball</u> In PE, students will continue consolidating their dribbling, passing and shooting skills in hockey and basketball. These skills will be practiced and applied in game play, whilst students gain a better understanding of systems of play involved in each sport. This term, Year 6 students will also take on different roles and responsibilities in a game including captain, coach and umpire.</p>
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