

YEAR 6 CURRICULUM OVERVIEW Term 1 2018-19



UNIT OF INQUIRY - How We Organise Ourselves (Ongoing throughout the year)

	<p>Central Idea Societal factors may influence social relationships and systems</p> <p>Key Concepts Responsibility Perspective</p> <p>Related Concepts: Justice, Equality, Diversity</p>	<p>Lines of Inquiry Gender equality and diversity How society and values have changed over time The effect of governmental systems on societies and individuals Principles of human rights and social justice</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 Reflection</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 Mental and emotional health Reproductive processes</p> <p>Key Vocabulary Lifestyle, growth, organs, development, nervous, reproductive, skeletal, muscular, digestive, respiratory</p>
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UNIT OF INQUIRY - Sharing The Planet

	<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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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 polysyllabic words Punctuation: speech marks, colons. Apostrophes: contractions, possession</p>	<p>Writing Historical recount - story writing: historical fiction from the perspective of another during a conflict Historical diary entries - related to unit on conflict (e.g. Anne Frank's diary, soldiers in WW1 trenches, children during the Blitz) Conflict within narrative - four types of conflict.</p> <p>To Explain/Inform: Explanations on the body systems: Features to include - paragraphs, headings, causal connectives, diagrams, labels, imperative verbs,</p> <p>Writing Skills: Paragraphs and editing</p> <p>To Entertain: Poetry on bodies Descriptive / Personification Who am I? Writing skills: metaphor, personification</p>
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MATHS

	<p>Integrated Maths Number Read and write ratios. Use ratios in real-life situations (heart rate)</p> <p>Data handling: Design a survey and systematically collect, record, organise and display the data in a bar or line graph.</p>	<p>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.</p>
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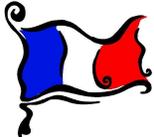
ICT

	<p>Integrated ICT:</p> <p>Investigating: Use advanced search tools and strategies to locate information online</p> <p>Creating: Create a well presented document targeted at a specific audience and demonstrate word processing skills Use sequence, selection, variables and repetition in programs</p> <p>Investigating: Compare and analyze information using timeline generators, graphic organizers, survey analyzer, spreadsheets, or graphs</p> <p>Collaborating Apply the concept and culture of peer evaluation by giving and receiving constructive feedback</p>	<p>Stand-Alone ICT</p> <p>Responsible Digital Citizen Understand and follow the DSL Acceptable Use Policy Keep personal information and passwords private and agree not to use anyone else's password Demonstrate safe use of technologies and understand the consequences of the misuse of technology Check and make sure privacy settings on communication tools are secure</p> <p>Communicating: Use digital tools to communicate and work collaboratively (access, compose, reply, forward email, add attachments/ links to an email)</p> <p>Organising: Recognize functions of File Menu commands and apply this knowledge when using new applications Create and maintain an organised system of digital folders</p>
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ART

	<p>Drawing and sketching Explore how to draw and sketch different parts of the body. Look at 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.</p>	<p>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. . Focus on the artist: Wyndham Lewis</p>
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FRENCH

	<p>Integrated Food and Drink - discussing healthy and unhealthy foods and cultural differences with respect to food. Be able to name different parts of the body Role play a visit to the doctor: be able to say where something hurts Describe different types of personalities in French</p>	<p>Stand alone Be able to discuss features of a daily routine Be able to say the numbers 1-100 in French Begin to be able to tell the time Explore writing sentences with <i>etre</i> and <i>avoir in the present tense</i> Be able to describe various items of clothing Understand agreement of adjectives with nouns Be able to describe the seasons and weather In French</p>
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MUSIC

	<p>Integrated, Ongoing Exploring Jazz music values: Inquiry into the cultural perspectives of Jazz compositions, whose music ideas were conflicting with the classical music culture at the time. Learn to perform one or more Jazz tunes. Concepts: Change, Reflection, Identity. Skills: Acquisition of knowledge, Performing a song in Jazz style</p>	<p>Integrated Term 1a An inquiry into music making and disability Students will find out about deaf, blind and other musicians with disability. They will discover and share their life stories. Finally, they will listen to songs performed by such musicians, choose one or more songs, learn to play and sing it. Concepts: Perspective, Equality, Diversity. Skills: Appreciation, Listening, Sing individually and in harmony)</p>
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PE

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	<p><u>Invasion Games:</u> <u>Netball, Football, Handball and Tag Rugby</u></p> <p>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:</u> <u>Hockey and Basketball</u></p> <p>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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