

YEAR 6 CURRICULUM OVERVIEW: SPRING 2018

	FIRST HALF OF TERM	SECOND HALF OF TERM
HUMANITIES	<p>Britain Since 1930 Outline of the causes of WW2, The Home Front, Evacuation, The Blackout, Work, Women's Land Army, Factories & Home Guard</p> <p>Global Sustainability and Citizenship To recognise/study UN Convention on the Rights of the Child and understand that differences / similarities exist between countries on the same continents. To understand how countries are interdependent. To form opinions on what it might mean to be a Global Citizen. To recognise that transport forms are diverse in all parts of the world and advantages and disadvantages of different types of transport and consider alternatives. To consider sustainability, what it means and how different forms of transport may be more or less damaging to the environment. To understand the causes of Global Warming. To recognise alternatives to non-renewable forms of energy and more effective transport.</p>	<p>Britain Since 1930 Rationing, Wartime recipes, Clothing, Make do and mend, The Utility mark, The Blitz, Air raid shelters, Propaganda, Dig for Victory</p> <p>Global Sustainability and Citizenship To understand the rationale behind 'Fair trade' and what the movement involves. To recognise that Fairtrade operates in many countries throughout the world. To recognise the Fairtrade mark and understand why it has been awarded. To understand the production processes of a product supported by Fairtrade To understand that there are advantages and disadvantages of eating locally produced produce To understand that living things occur together and that often what is unseen initially can be pivotal for the existence of life across a food chain or web.</p>
SCIENCE	<p>Biodiversity and Classification: To sort a variety of objects into classified groups and explain their reasoning. To understand that all living things can be sorted into groups according to their features. To follow, understand and create their own branching and numbered keys. To understand the terms 'continuous variation' and 'discontinuous variation'. To identify variation within a species. To know that plants and animals have special features to help them survive in a particular habitat. To understand and sort food chains. To identify and understand the terms producer, consumer, predator, prey, herbivore, carnivore and omnivore. To compare different types of soil and where these may be found. To understand the term microbes. To have an understanding of the differences between a virus, bacteria and fungi. To understand that microbes can cause many diseases. To investigate how microbes are used in the food process.</p>	
ICT	<p>Research skills – Using China and India as the research topics. To improve our touch-typing skills. To use technology respectfully and safely. Navigate a website and search effectively for a variety of media. Use a range of methods to plan, refine and present information and make decisions on its validity. To develop familiarity and skill in a range of word processing skills during both independent and collaborative working within a range of contexts and across a range of topics. To develop drafting and craftsmanship through effective use of publishing work using a range of available programs.</p>	<p>Online Safety – Linking to research skills and how internet filters affect information available to users. To use a computer to research, identify and select pertinent and correct information, developing confidence in presenting this in different forms. To utilise Mathletics, developing confidence and familiarity with this new program and extending themselves to attempt a wide range of interactive and online tasks. To develop drafting and craftsmanship through effective use of publishing work using a range of available programs.</p>
GLOBAL STUDIES	<p>Evolution and Culture To learn about Earth's evolution and the evolution of its many lifeforms. Where does humankind fit into this? To learn about humankind's major achievements over time. What have we achieved in my lifetime? To begin to understand the role I have in the world. To learn about the growth and speed of technology change. To learn about Germany, its culture and language.</p>	<p>Human Development and Morality To learn about energy production – fossil fuels versus green power. To learn about language and communication. Why did this happen? To learn about values. What are they, do we all value the same things? What makes us value something? To discuss the power of the media and fake news. To learn about what's in the news, exploring different viewpoints of international topical events, debates or news stories. To learn about Italy, its culture and language.</p>
DRAMA	<p>ISA Drama Competition - Daisy Pulls It Off Role Play, Characterisation, dramatic techniques, improvisation, working with others, to be aware of different relationships, to recognise and challenge stereotypes. Working together. Responding to direction.</p>	
MUSIC	<p>Samba Cross-rhythms - Percussion work with four parts. Musical rhythms of Latin America – Salsa, bossanova, paso doble, tango, and their origins. Children will be set homework to research and present a document on the musical characteristics of a country in South America.</p> <p>Composition -Children will compose a two-part (bass and melody) four bar piece, with text. They will notate using treble and bass clef.</p> <p>ISA Drama Competition -Rehearse for performance a song to be used in the afore-mentioned drama competition</p>	
RE	<p>Can we make a difference? What makes an inspirational person? In the lessons children will explore 6 men and women who have made differences either locally, nationally or globally. Project: My Inspirational Person/Group: children will undertake research and prepare a project related to their own inspirational people/groups (this project will be their homework over this term and into Easter holidays).</p>	<p>A summary of an alternative religion/beliefs eg Hinduism/Buddhism What is the same? What are the contrasts? Which aspects of the beliefs appeals to you/do you question? Children will compare and contrast an alternative religion with the Christian faith.</p> <p>Key Vocabulary: inspirational, faith, Buddhism, Hinduism. Prince Siddhartha, enlightenment, Signs of Being, The Five Morals, Four Noble Truths, The Eightfold Path, Karma, reincarnation, pagoda, stupa, Nirvana, mantras, meditation.</p>
PE	<p>Gymnastics - Circuits including Climbing frame. Balance, trapeze and monkey bars. Turning forward, Turning Backwards, handstand, Cartwheel and round off.</p> <p>Games - Tag Rugby or Contact Rugby. Netball and Hockey</p>	<p>Gymnastics - Jump over the horse at level 4-5-6-7. Use of the mini trampoline. Variety of jumps. High jump over an elastic. Finish the term with a high jump competition.</p> <p>Games - Tag Rugby or Contact Rugby. Netball and Hockey</p>
ART	<p>Lino Prints. Lino prints linked to the IOW trip. To cut out the design and make paper prints and a final print on fabric. Design cover for the Easter Service.</p>	
FRENCH	<p>LES VERBES IRREGULIERS (Irregular Verbs) In this unit the children will learn how to: Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. Conjugate in French the irregular verbs AVOIR, ÊTRE, ALLER & FAIRE. Children will practice these verbs in situational contexts using role play.</p>	<p>LA DEUXIEME GUERRE MONDIALE (The Second World War) In this unit the children will learn how to: Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter. Home as an evacuee living in the countryside. Children will present their work for display showing off their newfound knowledge.</p>