 HALF TERMLY CURRICULUM OVERVIEW Spring term (1) 2025 Year 6 Skill for Success – Responsibility

Week 1 2 3 4 5 6

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| **DATE** | **06/01/25** | | **13/01/25** | **20/01/25** | **27/01/25** | **03/02/25** | **10/02/25** |
| **Events** |  | | 15/02/25 Garden Day |  |  | 5/2/25  Y6 Parent Workshop | 10/02/25 & 12/02/25 parent consultations |
| **Visits and Visitors** | 09/01/25  Humanist and Christian Visitors | |  |  |  |  |  |
| **English** | Complete own books  Linked to Drove of Bullocks sequence | | | **Tommie and John**  To write a discursive text, taking into account different viewpoints and using organisational features to add clarity for the reader.  Studying the context of the Black Civil Rights movement in 1960’s America  Close links with work in History | Note take and research further into the story of Tommie and John  Explore the language of bias, balance and opinion  Rehearse structuring introductions and conclusions – understand the importance of contextualising the story in the Atlantic Slave Trade. | Rehearse writing using a formal voice providing the reader with balanced information. | Plan introduction and conclusion for own piece of work.  Including their own perspective on the current situation. |
| **No nonsense spelling** | Revise words with ‘ough’ letter string  Practise words with ‘ough’ letter string  Assess words with ‘ough’ letter string | Learn words from statutory list (Y5/6)and from personal spelling list | | Assess words from statutory list(Y5/6) and from personal spelling lists  Teach and practice words ending ‘cial’ and ‘tial’ | Apply words ending in ‘tial’ and ‘cial’  Teach skills of proofreading | Learn and assess words from statutory list(Y5/6) and from personal spelling lists  Generating words from prefixes | Generating words from prefixes  Revise and assess all statutory words learnt this term. |
| **Books for Life** | Wonder  RJ Palacio | | | | The Lost Thing  Shaun Tan | | Harry Miller’s Run  David Almond |
| **Maths** | Multiplication and Division 2.18  Using equivalence to calculate | | Multiplication and Division 2.18  Multiplying 2digit by digit numbers | Multiplication and Division 2.18  Multiplying 3digit by 2digit numbers | Multiplication and Division 2.18  Multiplying 4 digit by 2digit numbers | Long multiplication 2.23  Multiples of 10, 100 and 1000 | Long multiplication 2.23  Understand the role of calculating partial products in long multiplication |
| **Science**  **Light and how we see** | Light –  Discuss natural and man-made sources of light.  Revisit light travelling in straight lines.  Explore key vocabulary. | | Light – Light travels in straight lines  Working scientifically – plan, do, record and review an experiment demonstrating the path of light. | Light – How we see  Identify how we perceive colour.  Working scientifically – experiment on seeing objects using filters. | Light – How light is reflected  Can we see around corners?  Explore the use of mirrors to see things that are hidden. | Light – Up periscope  Working scientifically – answer questions, follow a line of enquiry. | Light – Shadows  Explore how shadows are formed and how distance affects the size a shadow.  Working scientifically – follow line of enquiry |
| **Art** | Printing as a form of protest –  Look at and appraise the work of Elizabeth Catlett and Corita Kent | | Practise using stencils and making marks | Practise making stencils and using them  Explore ideas of symmetry and balance in their motif | Design individual and group response to any chosen event  Produce a variety of motifs to evaluate | Work collaboratively to produce a stencil | Use mono printing to create a variety of pieces of work using the same stencil |  | Investigation - What muscles are used when running the daily mile? |
| **History**  **Power and Democracy:**  **Changes in an aspect of social history - 1968 Black Power Salute at the Olympics** - Know about the lives of Martin Luther King JR,Nelson Mandela, Tommie Smith and John Carlos and understand the roots of the Black Civil Rights Movement | Know the key dates, characters and events of the Civil Rights Movement and the assassination of Martin Luther King  Understand the concept of power and discuss what makes people powerful.  Understand how concepts of power have changed over time. | | Understand the context of the Black Civil Rights Movement through the Jim Crow Laws on segregation and being able to vote. | Study the roots of the Civil Rights Movement by learning about Martin Luther King and other key figures such as Rosa Parks. Find out about the beliefs, behaviour and characteristics of people (Tommie Smith, John Carlos, reasons for Black Power Mov’t) and recognise the difference in views and feelings at the time. | Study the roots of the Civil Rights Movement by learning about enslaved people through understanding the system known as The Atlantic Slave trade and how they lived as enslaved peoples up until the abolition of slavery. | Study the roots of the Civil Rights Movement and how it relates to today’s society. Compare Martin Luther King’s Speech wit Amanda Gorman’s poem – The Hill We Climb. | Know about the lives of key figures in the struggle against African apartheid and in India  Nelson Mandela and Gandhi.  To understand how their actions brought about change in these countries and how they resonate today |
| **Computing-**  **Variables in Games**  **Online Safety- Online reputation** | Online safety:  Online Reputation - I can explain the ways in which anyone can develop a positive online reputation. . | | Online Safety:  Online Reputation - I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity. | Defining a variable as something that is changeable | Explain why a variable is used in a programme | Choose how to improve a game by using variables | Design a project including artwork, algorithms and design choices |
| **Music-**  **Musician of the month-**  **January- Gustav Holst**  **February-**  **Destiny's Child** | Listen and appraise a range of songs played on the Ukulele | | Explore a range of notes and use formal musical language and notation when learning the ukulele pieces. | Explore a range of notes and use formal musical language and notation when learning the ukulele pieces. | Learn to play the ukulele following Charanga course. Improvise with a select range of notes and create own compositions. | Learn to play the ukulele following Charanga course. Improvise with a select range of notes and create own compositions. | Perform the songs “Bacharach Anorak” and “Meet the Blues” by Ian Gray, and own group compositions. |
| **PE – Tennis** | **ABC’s** – Agility, balance and coordination  1. Understand importance of having good ABC’s in tennis  2. To be able to change direction of ball | | 1. To understand the ready position  2. To be able to push ball using f/h and b/h | 1. To be able to play a forehand shot  2. To understand what shots can be used in attacking play | 1. To be able to play a backhand shot | 1. To be able to play a tennis serve | 1. To be able to apply all skills learnt in a tennis match |
| **Skills- Cognitive** | I can explain what I am doing well and I have begun to identify areas for improvement. | | I can understand the simple tactics of attacking and defending. | I can use awareness of space/others to make good decisions. | I can develop methods to outwit opponents. | I can read and react to different game situations as they develop. | I can read and react to different game situations as they develop. |
| **Personal, Social, Health Economic and Relationships**  **Responsibility** | **Skill for Success – Responsibility**  Think about how the things you do affect others  Explain what being responsible means. Discuss how this may look different in different situations.  Chn record an incident where they have shown responsibility. | | **Healthy Eating**  Understand the characteristics of a poor diet.  Design diet swaps | **Healthy Eating**  Understand the risks associated with a poor diet.  Design a positive poster showing the effects of a good diet. | **Health and Prevention**  Understand how to make informed choices.  Explore a range of lifestyle choices e.g eating takeaways every night  Does this choice have a positive, neutral or negative consequence  Define concept of a balanced life style | **Internet Safety**  Take part in a group assembly.  Respectful Relationships  Respect and if necessary constructively challenge others’ points of view.  Group discussion on how to appropriately challenge view points  Stereotyping activity e.g when I say Doctor/bank manager/chef – what do you see | **Drugs, alcohol and tobacco**  Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety. |
| **RE –**  **Creation and Science; conflicting or complementary?** | What can we find out about the Creation Story in Genesis 1? | | What might many Christians see as important in Genesis 1? | What relationships do Scientists have with religious world views? | How and why do some Christians see Science and religion as important? | What are some different Christian views about the relationship between Science and religion? | Science and religion; conflicting or complementary?  Debate |
| **Garden Days** |  | | Wed 15th Y6 Garden Day |  |  |  |  |