

Termly Curriculum Information

Term 2: 8th January – 30th March

Year 6

Topic: Migration and Natural Disasters

English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Retell sequenced newspaper reports and narrative through Talk for Writing. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Use relevant Talk for Writing strategies to build their vocabulary. • Listen and respond appropriately to adults and peers. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Identify points of interest when listening to fiction and non-fiction texts • Begin to comment in more detail on the performance of others • Consistently listen carefully and respond appropriately with relevant questions • Orally perform fiction and non-fiction texts through Talk/Drama for Writing 	<ul style="list-style-type: none"> • Using verbal persuasive skills in debates • Presenting ideas to the class and wider year group • Telling stories to younger year groups that they have created • Persuading younger children to carry out activities like brushing their teeth, doing their Home Learning etc • Participate in presentations, performances & role-plays • Listen to and discuss a wide range of persuasive texts, flashback stories and poems
<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin to use textual cues to adapt tone, volume and intonation when reading aloud • Identify the main ideas and themes in a text. • Discuss words and phrases that capture the reader's interest and imagination. • Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> • Reading weekly with the teacher during Guided Reading Activities • Completing reading comprehension activities • Reading aloud to practice reading with fluency and expression • Using Overdrive to access a wide range of books • Visiting the library and modeling to younger students how to pick appropriate yet challenging books • Discuss the features of persuasive texts, flashback stories and poems • Retrieve information from non-fiction to use



<ul style="list-style-type: none">• Retrieve and record information from non-fiction.• Ask questions to improve their understanding of a text.• Identify how language, structure and presentation contribute to meaning.• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	when writing a persuasive text or WW2 based story
<p>Writing</p> <ul style="list-style-type: none">• Use the first 2 or 3 letters of a word to check spelling in a dictionary.• Spell words that are often misspelt.• Spell high frequency words, phonetically accurate words and common exception words• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing.• Capture ideas using planning formats (e.g. story map, boxing up)• Plan writing to suit an audience and purpose.• Develop character and setting in narratives.• Use simple organisational devices.• In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots• In newspaper reports, use and develop the style for specific genres and begin to use simple organisational devices e.g. subheadings• Use nouns, pronouns and tenses accurately and consistently throughout• Use punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark, speech marks• Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation.• Make simple additions, corrections and revisions to their own writing.	<ul style="list-style-type: none">• Writing persuasive texts• Plan, draft, edit and proof-read a persuasive text• Using and applying their persuasive skills to convince people• Practising timed writing tasks to help enhance their time management• Writing diary entries and thinking about thoughts and feeling• Plan, draft, edit and proof-read a text linked to Natural Disasters, including newspapers• Looking at a range of poetry and using the different styles to enhance their own poems• Evaluate their own and others independent writing• Plan, draft, edit and proofread a variety of fiction and non-fiction texts as part of 'Wicked Writing'
Handwriting	<ul style="list-style-type: none">• Practising writing with a joined cursive script



<ul style="list-style-type: none">• Improve the legibility, consistency and quality of their handwriting.	<ul style="list-style-type: none">• Applying their beautiful handwriting in all areas of the curriculum
Mathematics	
<p>Number</p> <ul style="list-style-type: none">• Read, write, order and compare numbers up to 10,000,000; determine value of each digit• Use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000 <p>Shape, Space and Measure</p> <ul style="list-style-type: none">• Measure and draw 2-D shapes including angles to the nearest degree• Recognise, describe and build 3-D shapes using nets• Illustrate and name parts of a circle, including radius, diameter and circumference• Know the angle sum of a triangle and that of angles at a point• Find missing angles and recognise vertically opposite angles• Use and interpret coordinates in all four quadrants• Draw, translate and reflect shapes in four quadrants <p>Algebra</p> <ul style="list-style-type: none">• use simple formulae• generate and describe linear number sequences• express missing number problems algebraically• find pairs of numbers that satisfy an equation with 2 unknowns• enumerate possibilities of combinations of 2 variables	<ul style="list-style-type: none">• Exploring place value and rounding• Counting, ordering and sequencing numbers• Becoming confident using appropriate methods to add, subtract, multiply and divide• Applying their knowledge using word and multi-step problems <ul style="list-style-type: none">• Increasing our familiarity with 2D and 3D shapes and their features, including 3D nets• Converting different measurements, including imperial and metric• Plotting coordinates, using 4 quadrants, translating and rotating <ul style="list-style-type: none">• Learning to use symbols and letters to represent variables and unknowns in mathematical situations that they already understand.• Finding missing numbers, lengths, coordinates and angles• Looking at formulae in mathematics and science• Finding equivalent expressions (for example, $a + b = b + a$)• generalisations of number patterns• number puzzles (for example, what 2 numbers can add up to)



Ration and Proportion <ul style="list-style-type: none">• solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts• solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison• solve problems involving similar shapes where the scale factor is known or can be found• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	<ul style="list-style-type: none">• Recognising proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes).• Linking percentages or 360° to calculating angles of pie charts.• Consolidating students' understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems.• Using the notation a:b to record their work.• Solving problems involving unequal quantities, for example, 'for every egg you need 3 spoonfuls of flour', '$\frac{3}{5}$ of the class are boys'.
Science	
Physics <ul style="list-style-type: none">• recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye and why shadows have the same shape as the objects that cast them.• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit• use recognised symbols when representing a simple circuit in a diagram.	<ul style="list-style-type: none">• Give examples of how experimental evidence and creative thinking lead to scientific explanation• Independently plan and identify the variables in a fair test• Make predictions based on scientific knowledge and understanding• Systematically record results and make measurement recognising the precision of equipment used
Computing	
Websites <ul style="list-style-type: none">• Evaluate website design, audience and purpose	<ul style="list-style-type: none">• Design the structure and layout of a website• Generate a webpage with a root folder• Develop the website with colour, images and text• Create additional linked pages• Develop and use criteria to evaluate and improve a website
Geography	
Migration <ul style="list-style-type: none">• Using key geography skills• Collect and record evidence• Analyse evidence and draw conclusions• Use appropriate geographical vocabulary• Use atlases, globes, maps and plans at a range of scales• Draw maps and plans at a variety of scales• Use and select primary and secondary sources of information	<ul style="list-style-type: none">• Areas in bordering countries• Research land use• Investigate the economic activity of a range of countries• Looking at the destruction of resources



<p>Natural Disasters</p> <ul style="list-style-type: none"> • To describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earth quakes and the water cycle • To identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the prime/Greenwich meridian and time zones • Map skills: To be able to use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • Geographical enquiry: To be able to suggest questions for investigating • Investigating places, with emphasis on the larger scale, contrasting and more distance places • To be able to analyse evidence and draw conclusions from fieldwork, e.g. data on land use 	<ul style="list-style-type: none"> • Researching natural disasters • Making models of various land forms and disasters • Using online sources to find information
Art/Design Technology	
Drawing	Drawing skills, shading Models linked to geography work
PSHE	
Friendship	Types of friendship Being a good friend Role play, posters, circle time Year 6-7 transition
Music	
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