

Year 6

Terms 3 and 4 Curriculum Outline

Welcome to our Curriculum Outline for the coming two terms.

<u>English</u>	Term 3	Term 4
	<p><u>Non-fiction- persuasion</u> Persuasion texts present a single point of view designed to encourage, persuade, cajole, sell, warn etc. Children's lives are steeped in persuasive language which, mostly, they accept uncritically. A particular benefit of working on this text-type is that it raises critical awareness of how language can be used to manipulate our thoughts, feelings and actions. The children will be writing as Macbeth to persuade his men to follow him into battle.</p> <p><u>Narrative- Character Flaw</u> Stories, typically, have a four part structure: introduction, build-up, dilemma or crisis, resolution and conclusion. A good setting, combined with good characterisation, colour in the sketch of the plot. Here is a chance for children to invent new and unusual descriptions which tell of tempting and unknown places, and to create atmospheres that set readers anticipating what might be about to happen. The children will write stories where a character is flawed in some way.</p>	<p><u>Non-fiction- discussion</u> Discussion texts involve presenting a reasoned and balanced overview of an issue or controversy. Discussion contrasts with persuasion, which develops only one viewpoint (usually the writer's own). A discussion text requires the writer to not only switch viewpoint as they write, but it also requires a degree of hypothetico-deductive reasoning i.e. imagining possibilities then exploring the consequences. The children will write a discussion text on the effectiveness of Camp Green Lake as a correctional facility.</p>
<u>Reading</u>	Term 3	Term 4
	<p>Our class story for Term 3 is Macbeth by Tony Ross.</p> <p><u>Reading skill:</u> <u>Inference:</u> <i>prediction; sequencing events; summary; nuanced vocabulary</i></p>	<p>Our class story for Term 4 is Holes by Louis Sachar.</p> <p><u>Reading skill:</u> <u>Respond to text:</u> <i>evaluation; response to author; authorial effect and intent; effect of vocabulary</i></p>
<u>Maths</u>	Term 3	Term 4

	<ul style="list-style-type: none"> • Ratio • Ratio and fractions • Scale drawings • Scale factors • Proportion • Formulae • Solving algebraic equations • Place value with integers and decimals • Round decimals • Add and subtract decimals • Multiply and divide by 10, 100 and 1,000 • Decimal and fraction equivalents • Percentages • Fractions, decimals and percentages • Percentages of amounts 	<ul style="list-style-type: none"> • Area and perimeter • Area of triangles • Area of parallelograms • Volume • Line graphs • Bar charts • Pie charts • Averages • Revision
<p><u>Science</u></p> <p>In Term 3, the children will study living things. They will learn that living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.</p> <p>In Term 4, the children will study evolution and inheritance. They will be introduced to the idea that characteristics are passed</p>	<p><u>Geography</u></p> <p>In Term 3, the children will learn about the United Kingdom. In this unit, children will revisit their learning about the geography of the UK (first encountered in Year 1) - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history. We want our pupils to understand and appreciate the country in which they live – its diversity, history and beauty.</p>	<p><u>PSHE</u></p> <p>In Term 3, children will explore their dreams and goals for the future. They will explain different ways to work with others to help make the world a better place. They will explain and evidence why they chose an act of kindness/charity based on the experiences and needs of those people affected.</p> <p>In Term 4, the children will look at how to stay healthy. They will explore when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. They will identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure. Finally, they will reflect on the links between mental/emotional health and alcohol and substances.</p>

from parents to their offspring. They will also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments. They will find out about the work of Charles Darwin and how he developed his ideas on evolution.		
<p><u>Art</u></p> <p>In Terms 3 and 4, the children will be taught various stitches including running stitch, back stitch, blanket stitch, cross stitch and French knots to create their own 3D animal. As part of our science study of animals and their environments, we will be creating a stylised animal using applique and embroidery skills.</p>	<p><u>RE</u></p> <p>In Terms 3 and 4, the children will explore the questions: What matters most to Christians and Humanists? and What difference does it make to believe in Ahimsa, Grace and Ummah?</p>	<p><u>PE</u></p> <p>In Term 3 on Tuesdays, the children will do handball learning to follow the rules of the game and to work as a team to build effective tactics. On Wednesdays they will do Dance and think about timing and freeze frames.</p> <p>In Term 4, the children will do hockey focusing on the application of skills in game based activities. They will also do tennis where the focus is on rallies in singles and doubles working together and then against each other.</p>