

# Year 6

## Terms 5 and 6 Curriculum Outline

Welcome to our Curriculum Outline for the final two terms.

<u>English</u>	Term 5	Term 6
	<p><b><u>Discussion text</u></b> Children are expected to take the learning from Term 4 forwards and show a greater degree of independence in their planning and writing. They will be discussing whether Camp Green Lake is an effective rehabilitation centre.</p> <p><b><u>Non-fiction- Newspaper reports</u></b> Recounts are one of the easier text-types to learn. Because recounts focus on re-telling what happened, they have many of the same key ingredients as stories. The main difference is that, whereas stories are imagined, recounts tell or, purport to tell, events that actually happened, in the first person if it is a personal recount or third person if the events happened to others. Recounts are a common form of non-fiction writing with applications in most areas of the curriculum, but can also contain elements of the narrative toolkits - such as setting and character description. Like narrative, effective recounting relies on the ability of the writer to relate events in interesting ways.</p> <p><b><u>Formal letter</u></b> Based on the book Rooftoppers, the children write a formal letter to The National Childcare Agency.</p>	<p><b><u>Narrative flashback story</u></b> Stories, typically, have a four part structure: introduction, build-up, dilemma or crisis, resolution and conclusion. Knowing about this structure from stories learned is a big help. Knowing about different generic story types and how they work helps even more e.g. cumulative stories, warning stories, losing and finding stories, journey and quest stories, defeating monsters and portal stories. Planning is a key strategy for children at every age to help them construct an overview of their story which gives them a helicopter view of where they are going, as they write. Paragraphing is the principle way in which the architecture of a plot is laid out. 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. Children need to have spent time on 'reading like a reader' collecting ideas, vocabulary, turns of phrase and noticing how writers can hint and lay clues when creating setting.</p>
<u>Maths</u>	Term 5	Term 6

	<ul style="list-style-type: none"> <li>• Metric measures</li> <li>• Miles and kilometres</li> <li>• Imperial measures</li> <li>• Ratio and proportion</li> <li>• Algebra</li> <li>• Roman numerals</li> <li>• Revision of fractions, decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of place value, number, the four operations, shape and measure.</li> <li>• Reasoning and problem solving</li> </ul>
<b><u>Reading</u></b>	<b>Term 5</b>	<b>Term 6</b>
	<p><b><u>Reading skill:</u></b> <b><u>Inference:</u></b></p> <ul style="list-style-type: none"> <li>• To participate in discussion about books that are read to them and those they read independently with confidence and familiarity. To build on their own and others' ideas and challenging others' views courteously</li> <li>• To discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader</li> <li>• To identify and talk about figurative language and its impact</li> <li>• To distinguish between fact and opinion</li> <li>• To explain and discuss their understanding of what they have read, expressing their point of view</li> <li>• To provide reasoned justification for views</li> </ul>	<p><b><u>Reading skill:</u></b> <b><u>Fluency and phrasing:</u></b></p> <ul style="list-style-type: none"> <li>• To read age-appropriate texts fluently and with confidence</li> <li>• To learn and recite a wider range of poetry, sometimes by heart</li> <li>• To read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</li> <li>• To use a pace that is consistently conversational and appropriate for the nature of the text</li> <li>• To notice and respond to punctuation and phrasing when reading aloud</li> <li>• To gain, maintain and monitor the interest of the listener</li> <li>• To automatically and effortlessly read a wide range of exception words, including the Year 5-6 list and similar words which occur in texts</li> </ul>
<p><b><u>Science</u></b></p> <p>In Term 6, the children will consolidate and extend previous learning from year 4 by constructing simple series circuits and drawing them using scientific symbols. They will conduct investigations to determine how the voltage in a circuit affects the brightness of a bulb. They will use their 'working scientifically' skills to plan an experiment to</p>	<p><b><u>Geography</u></b></p> <p>In Term 5 and 6, the children will learn about coastlines. This topic, similarly to the Year 5 Tonbridge topic, will round off their geography journey at Woodlands Primary School by revisiting one of their first topics they studied when joining this school. This topic consolidates their learning on the physical and human features of coasts before they move on to secondary school. This topic will ensure</p>	<p><b><u>Music</u></b></p> <p>In Term 5 we will continue our learning about music technology by using the App Garage Band on the iPads. We will then begin to learn the songs for our end of year production.</p> <p>In Term 6 we will continue to learn the songs, and develop our performance skills, thinking about dynamics and how to perform effectively.</p>

<p>investigate variations in how components function and use the results to write a clear and concise conclusion. They will use the internet to research information about renewable and non-renewable energy sources and communicate this information in the form of a leaflet.</p>	<p>that the children have a sound understanding of the physical geography of a coastline, including: rivers, oceans, coastlines and the water cycle and the human geography of a coast line including: types of settlement and land use.</p>	
<p><b><u>Computing</u></b>  <b>We are Toy makers.</b>  In Term 5, the children will design and develop a BBC micro:bit powered modification to a soft toy to make the toy interactive.</p> <p><b>We are advertisers.</b>  In Term 6, pupils will review existing adverts or promotional films, create a storyboard, shoot original footage, source other media and edit a final version of their movie.</p> <p><b><u>French</u></b>  In Term 5, the children will continue their learning about school in the unit, L'école.  In Term 6, children will learn vocabulary relating to family in the unit, Ma Famille.</p>	<p><b><u>PSHE</u></b>  In Term 5, the children will learn about healthy relationships. They will also learn about why people may experience a range of feelings associated with loss. They will analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online and consider ways of standing up for themselves and their friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. They will also appraise the effectiveness of different strategies to help me manage my feelings.</p> <p>In Term 6, the children will learn about their changing bodies. They will learn the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. They will also learn when it might be appropriate to talk about these. They will learn about things that might change for them in the future and what sort of feelings they might experience if/when these changes happen.</p>	<p><b><u>PE</u></b>  In Term 5, the children will be taught rounders. They will engage in competitions, explore effective decision making and develop peer assessment skills.</p> <p>In Term 6, the children will prepare for sports day by completing an athletics unit. They will also focus on positive interactions and the ability to work together to solve and perform a range of tasks in their OAA unit. They will learn about accurate compass work including following bearing and plan appropriate pair/small group tasks.</p> <p>In Term 5 and 6, children will take part in Forest School; a learning process that offers children regular opportunities to explore and investigate in a woodland environment. It offers a learner centred approach, where children are given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and ability to assess and manage risk.</p>