

Year 6

Terms 3 and 4 Curriculum Outline



Welcome to our Curriculum Outline for the coming two terms. For general information on routines and homework, please visit our year group page on the website, using the following link www.woodlands.kent.sch.uk and click on the [year group pages](#) tab.

	TERM 3	TERM 4
ENGLISH	<p>Non-fiction- persuasion 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>Character description 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 create atmospheres that set readers anticipating what might be about to happen. The children will explore characterisation and develop their own description of the three witches from Macbeth.</p> <p>Narrative Later in the term, once familiar with the story of Macbeth, the children will write a suspense story using Banquo and Fleance as the main characters in their narrative.</p>	<p>Non-fiction- discussion At the beginning the term the children will write a formal letter. This gives them the opportunity to revisit prior learning and demonstrate increased independence in the task.</p> <p>Discussion piece Next, the children will write a balanced argument based on whether or not large animals should be kept in zoos. Children will be given the factual information and time in lessons to form arguments both for and against. They will be required to not only switch viewpoint as they write, but also to imagine possibilities and then explore the consequences.</p> <p>Recount Finally, they will write an article based on our history topic Black and British. Recounts are one of the easier text-types to learn because they focus on re-telling what happened and 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. The children will be recounting the toppling of the Edward Colston statue after the court case and subsequent acquittal of the Colston Four.</p>
SPELLING	Spelling words will be taught in class every day and the children will be tested on Friday. Words will be linked to our current topics and writing task. A rule or theme will be explored each week interweaved with recall of previous rules and themes.	
READING	<p>Our class story is Skellig by David Almond.</p> <p>Reading skill: Inference: retrieval of key information, prediction; sequencing events; summary; nuanced vocabulary</p>	<p>Our class story is Rooftoppers by Katherine Rundell.</p> <p>Reading skill: Respond to text: evaluation; response to author; authorial effect and intent; effect of vocabulary</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MATHS</p>	<ul style="list-style-type: none"> • Measure • 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE</p>	<p>Living things and their habitats The children will study living things and find out how we can classify them. They will learn that living things can be formally grouped according to characteristics.</p>	<p>Evolution and Inheritance The children will study evolution and inheritance. They will be introduced to the idea that characteristics are passed from parents to their offspring. They will also learn 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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<div style="background-color: #cccccc; height: 100%;"></div>	<p>Black and British This thematic study is an ideal way to round off KS2 history, as it consolidates pupils' chronological grasp of the long arc of 2000 years. It is important to teach Black history for many reasons. Britain is a diverse society and the history we teach needs to reflect the people who are currently living here. There is an even stronger reason for studying this topic now against the backdrop of Black Lives Matter and the worrying increase of race-related issues; not least the toppling of statues belonging to those with links to slavery. Pupils will be studying a topic, which has been long-neglected.</p>

GEOGRAPHY	<p>The United Kingdom (Revisited) In this unit, they 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 E	<p>On Tuesdays, the children will do Dance and think about timing and freeze-frames. On Wednesdays, they will do handball, learning to follow the rules of the game and to work as a team to build effective tactics</p>	<p>On Tuesday, they will do tennis where the focus is on rallies in singles and then in doubles, working together and against each other. On Wednesday they will do hockey focusing on the application of skills in game-based activities.</p>
PSHE	<p>Fake News The children will gain an understanding of what fake news is and develop the critical thinking skills to recognise not only fake news but also fake photos, videos and conspiracy theories.</p>	<p>Healthy Me 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>
FRENCH	<p>Animals Throughout this topic the children will recall and consolidate numbers up to 100 and beyond. In the topic, children will be learning vocabulary about different animals and environments. Children will also learn to use regular ‘er’ verbs.</p>	<p>School Throughout this topic the children will recall and consolidate using ‘er’ verbs. In the topic, children will be learning vocabulary about different school subjects and learn to express their likes and dislikes. They will learn to introduce places and say what can be done there. Children will also learn to use irregular verb ‘avoir’ in the 1st, 2nd and 3rd person singular and plural.</p>
COMPUTING	<p>We are connected. In this unit, pupils use the school’s blogging platform to explore issues related to social media. They will also decide on guidelines to follow when debating this controversial</p>	<p>We are AI developers. In this unit, pupils use a variety of websites to learn about different aspects of artificial intelligence including machine learning. Finally, they program a self-driving car and consider the ethics of AI.</p>

ART	<p>Human Form continued... Our topic will give the children an opportunity to explore the proportions of the human form, how they are represented by different artists and working on a larger scale. During the topic, children are given greater ownership over the direction of their artwork and are able to express their personalities in their art.</p>	<p>Talking textiles This topic allows children take ownership of how art can be used to spread messages and show key events. Linking to their Science topics of Living things and their habitats, this unit allows some exploration of endangered animals and their environments. Children are able to apply their learning from DT to create a meaningful message and collaborative art project to share with other year groups.</p>
DT		
RE	<p>In Terms 3 and 4, the children will explore the questions:</p>	
	<p>What matters most to Christians and Humanists?</p>	<p>What difference does it make to believe in Ahimsa, Grace and Ummah?</p>
MUSIC	<p>BBC Ten Pieces Britten Children will explore composing on a theme.</p>	<p>Music technology Children will begin their learning about music technology by using the App Garage Band on the iPads.</p>