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| **Curriculum overview 2021-22 Year ­­6** | **The Amazing Americas** | **SPRING TERM** |

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| **English** | Teaching will be based on the Talk for Writing approach.  The children will study:  Poetry - *The Tyger* – William Blake (Poetry)  Fiction – Change Story & Fear Story  Non-Fiction – Persuasion & Discussion  Class books:  \**Holes­ –* Louis Sachar  The *Woman in White* (extract) – Wilkie Collins  *\*The Wolves of Currumpaw* – William Grill  *Asha and the Spirit Bird­* – Jasbinder Bilan  \* Set in the USA | Grammar: This term the children will be focusing on formal writing: developing their vocabulary further; ensuring their writing is precise; understanding the impact of different tenses including the passive voice; using modal verbs to introduce certainty and uncertainty; using punctuation to remove ambiguity and manipulate meaning. This term we will consolidate accurate use of punctuation across the curriculum. Spellings will cover suffix – fer, i before e, the /shuhl/ sound, word families and challenge words. We will also review the meaning of prefixes.  Reading: The children will learn and recite *The Tyger* exploring the use of metaphor and analogy. Using fiction they will compare settings and character across texts, how language, structure and presentation contributes to meaning and how authors use language to create an impact on the reader. In non-fiction the children will retrieve, record and present information and investigate fact verses opinion.  Speaking & Listening: The children will be using debates to develop their arguments and points of view which will then support their writing. Their film-making in ICT will help the children to ask questions effectively as part of producing a documentary. |
| **Maths** | As in the previous term, the White Rose teaching programme will be the mainstay for teaching maths this term, supplemented with mastery activities to deepen children’s learning. Due to the disruption caused by COVID last term, this term we will start off by completing the unit on fractions followed by work on position and direction. The children will then study the concepts of decimals, percentages, algebra, converting units of measure, area, perimeter & volume, ratio and properties of shape. Problem solving will feature across these units.  Throughout the term we will continue to consolidate written calculation and hone knowledge of times tables. | |
| **Science** | Light: The concepts we will explore will be understanding that light travels in straight lines; we see things because light travels from the light sources to our eyes or from light sources to objects and then to our eyes; and that shadows have the same shape as the objects that cast them.  Classification of plants and animals: The children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. These will micro-organisms, plants and animals. They will give reasons for classifying plants and animals based on specific characteristics. | |
| **Art/DT** | Art: We will explore the work of key American artists: John Singer Sargent and Helen Frankenthaler, architect Frank Lloyd Wright and photographer Ansel Adams. Using sketchbooks, the children will use skills of collage, painting along with drawing perspective to respond to the work of these artists.  DT will be linked with ICT with pupils using their design skills to direct and edit a short documentary film. | |
| **PE** | The children will understand the importance of warming up and cooling down; carry out warm-ups and cool-downs safely and effectively; and understand why exercise is good for health, fitness and wellbeing. They will thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements.  Netball & Hockey: the children will learn how to maintain accuracy and show confidence in ball skills in various ways in a game situation, further developing, and deepening strategies for defence and attack.  Dance: Following on from last term’s WW2 topic the unit will teach the children about different dance styles that were popular before and during the wartime period and give them the opportunity to choreograph their own interpretive dances based on an event from the time. The children will learn steps from the Charleston, Lambeth Walk and Lindy Hop, while developing their technique and performance skills. Children will have the opportunity to showcase their learning in a WWII style tea dance at the end of the unit.  Gymnastics: Shape & Balance – Rivers and Mountains. Children will develop the use of balance working individually and with partners, on both the floor and apparatus. | |
| **Humanities** | Geography: The children will familiarise themselves with the different countries in North America, using longitude and latitude to describe position and biomes to identify different ecosystems. Using an understanding of physical and human geography, they will then look at contrasting regions in North America focusing on why people may wish to visit. They will then compare one of these regions to a region of the UK. It is hoped to link with families in Canada to deepen the children’s understanding of the differences and similarities between countries. In addition, we will also consider the positive and negative impact of tourism. | |
| **Computing** | On-line safety: linking with Internet Safety Day, the children will take a more in depth look at the impact of social media and most especially how it can be the forum for shaping ideas through stereotypes. The children will be given ways to deal with online content that maybe worrying or dangerous.  Film-Making: The children will work from developing initial ideas to filming and post-production to produce a documentary focused on issues that are important to them. The skills include selecting the most appropriate software; researching relevant information; using iPads for filming; plan and undertake interviews and using video editing software. | |
| **French** | The children will expand their skills and knowledge of topic areas such as animals, homes and family. They will learn how adjectives must ‘agree’ with the nouns they describe in relation to number and gender. Moving on they will learn specific vocabulary related to food and drink. Throughout they will develop their conversational skills. | |
| **Music** | Growth: ‘The street’ is the setting for this unit of buskers and flash mobs. The children explore Ravel’s Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.  Roots: A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day. | |
| **RE** | Children will start off by exploring the key question: Creation and Science – conflict or complementary? The topic will work in partnership with our exploration of Evolution in Science. The children will then consider the question: What difference does the resurrection make for Christians? - in the lead-up to Easter. | |
| **PHSE** | Keeping Myself Safe which will consider the impact of drugs and alcohol and Rights and Responsibilities which will cover a range of issues such as ‘What is it worth?’ and Jobs and Taxes. | |
| **Enrichment** | The 8th February is Safer Internet Day with the theme: Together for a better internet. World Book Day is on Thursday 3rd March and the week beginning 11th – 20th March is Science Week. Spirituality Day will take place on Tuesday 5th April. | |