

| Curriculum  | Y6 Spring 2 Learning  |
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| English     | <p style="text-align: center;"><b>The Explorer by Katherine Rundell</b></p> <p>Reading, writing and grammar skills will be taught through these novel studies. At the end of the unit, the children will write a narrative</p> <p style="text-align: center;"><b>Rose Blanche</b></p> <p>Reading, writing and grammar skills will be taught through these novel studies. At the end of the unit, the children will write a narrative/ diary</p>   |
| Mathematics | <p style="text-align: center;"><b>Maths Y6</b></p> <p><b>Fractions, decimals and percentages</b> – The children will learn how the 3 are related and be able to convert between them. They will be able to order them. They will learn to calculate percentages of amounts</p> <p><b>Area, perimeter and volume</b> – Calculating the area and perimeter of polygons and the volumes and cubes and cuboids.</p> <p><b>Statistics</b> – draw and interpret a range of graphs including bar charts, line graphs and pie charts. Calculate the mean average.</p> |
| Science     | <p style="text-align: center;"><b>Circuits, switches and batteries</b></p> <p>Understand the functions of circuit equipment, understand when circuits will work and test them. Conduct investigations and understand voltage.</p>   |
| PE          | <p style="text-align: center;"><b>Fitness</b></p> <p>The children will challenge themselves in a variety of fitness tasks and circuits aiming to reach personal bests.</p> <p style="text-align: center;"><b>Rounders</b></p> <p>Children will develop their understanding of striking and fielding techniques. They will learn and then apply strategies, skills and tactics into games.</p>   |
| Computing   | <p style="text-align: center;"><b>Data Detectives</b></p> <p>This unit introduces children to Data Detectives, an interactive set of databases challenges that children work through. Children will be expected to interpret information being requested and query databases to find the information.</p>   |

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| <b>DT</b>      | <p style="text-align: center;"><b>Structures – Playgrounds</b></p> <p>Design a new playground featuring different structures, create designs and build models which have been carefully measured and cut. Improve designs based on feedback.</p>   |
| <b>RE</b>      | <p style="text-align: center;"><b>Easter</b></p> <p>Make links between different Christian beliefs and their views on whether anything is ever eternal. Suggest how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. Give opinions as to whether Christianity is a strong religion now and say why I think this is.</p>  |
| <b>Music</b>   | <p style="text-align: center;"><b>Composing for protest</b></p> <p>In this unit, children will learn how to make their own protest song inspired by Ethel’s anthem and the suffragette movement.</p> <p style="text-align: center;"><b>Touch the Sky</b></p> <p>Know how to sing accurately in two parts, with dynamic contrast and expression. Know how to improvise extended melodies using the pentatonic scale. Know how to play the drone, bass note, or chord for a chorus of Skye boat song. Know some of the features of traditional Scottish music.</p> |
| <b>PSHE</b>    | <p style="text-align: center;"><b>Economic wellbeing</b></p> <p>Understand feelings about money and the impact they can have. Explain how to safeguard money in both digital and physical environments. Understand the risks of gambling. Explain how careers function in different settings and what roles and responsibilities come with them. Explore different career routes and their requirements.</p>   |
| <b>History</b> | <p style="text-align: center;"><b>What was the impact of WW2 on the people of Britain?</b></p> <p>Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make deductions about the Blitz from photographs. Describe how children may have felt when evacuated. Evaluate the accuracy, reliability and usefulness of sources. Describe the impact WW2 had on women’s and African-Caribbean migrant lives.</p>  |
| <b>French</b>  | <p style="text-align: center;"><b>La passe et le present</b></p> <p>Engage in a short conversation using familiar questions about places in town. Say the year (eg mille neuf cent quarante huit. Write and says a complex sentence manipulating familiar language to describe a town; maybe using a dictionary. Read and understand the gist of an unfamiliar text using familiar language</p>  |