




# Year 6



## Curriculum Overview

<p>English: Writing, grammar, reading and spelling</p>	<p>As well as our grammar and spelling lessons, we will be writing a poem based on evolution and moths. We will also be completing an independent piece based on a film clip.</p>
 <p>Maths: Measure, word problems, percentages and ratio</p>	<p>This term your child will solve lots of problems involving measure, word problems and ration. In measure we will be converting m to km, km to miles and looking at volume and time. We will also be spending lots of time on SATs questions, to ensure that the children are familiar with their style and pitch.</p>
<p>Art: Make my voice heard</p>	<p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p>
<p>Science: Evolution and inheritance</p>	<p>This unit introduces the children to the key concepts of evolution and inheritance by building upon previous topics, including animal characteristics and fossils. The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin. Through the lessons and tasks, the children will learn about the fascinating history of the human race and discover links between extinct animals and those which are still living today.</p>
<p>Music</p>	<p>This term, our music lessons will be taken for extra work on the core subjects and SATs work.</p>
<p>Computing</p>	<p>This term the children will be utilising laptops and ipads in various lessons and for review sessions</p>
<p>Physical Education: Yoga and gymnastics</p>	<p>Yoga: Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p>Gymnastics: In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances.</p>
<p>Religious Education: Creation</p>	<p><b>Key Question: Creation and Science: Conflicting or complimentary?</b></p> <p>The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.</p>
<p>PSHE: Dreams and goals</p>	<p>I understand why it is important to stretch the boundaries of my current learning, I can set success criteria so that I will know whether I have reached my goal. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can empathise with people who are suffering or who are living in difficult situations. I can identify why I am motivated to do this. I can give praise and compliments to other people when I recognise their contributions and achievements.</p>
<p>Geography: Where does our energy come from?</p>	<p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>