



Curriculum Half Termly Overview

Topic - Fallen Fields

Year group - 6

Term - Spring 1



Wow moment: Build a temporary shelter and role play an air raid.		
English text types	SPAG	
<p>Core Texts: War Horse. Story Type: Journey Focus: Description Model Text: Joey and the shadow</p>	<p>Unit 2 Relative Clauses. (Year 5 Criteria) Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Unit 3 Modal Verbs. Use modal verbs to indicate degrees of possibility. Unit 1 Parenthesis Using brackets and commas to indicate parenthesis. Using commas to clarify meaning. Unit 3 Tenses. Use the perfect form of verbs to mark relationships of time and cause.</p>	<ul style="list-style-type: none"> Demarcate sentences. Continually use basic punctuation (capital letters, full stops, question and exclamation marks, commas) Possessive and plural apostrophes Sentence writing. (Subject/verb/object) Sentence types. (Simple/compound/complex) Suffix- cious, tious. I before e except after c.
Maths	Tables and Mental Maths	MFL
<p>Week 1 (2 days): Long multiplication. Week 2-3: Division. Week 4-5: Fractions.</p>	<ul style="list-style-type: none"> 2x, 5x, 10x 3x, 4x, 8x 6x, 7x, 9x 11x, 12x Weekly arithmetic testing. 	<ul style="list-style-type: none"> Unit 14 - Classroom objects.
Science	Computing	PSHE
<ul style="list-style-type: none"> Evolution and Inheritance. Do we slow down as we get older? Children will investigate how living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago. They will identify how animals/plants are adapted to suit their environment and that adaptation may lead to evolution. They will explore the principal of inheritance and discuss what they think evolution means and learn about Charles Darwin. Working scientifically, children will have the opportunity to use secondary sources to research and evaluate evidence about evolution and inheritance. Children will identify scientific evidence that has been used to support or refute ideas or arguments by finding out about the fossil records used by pivotal scientists such as Mary Anning, Alfred Wallace and Charles Darwin. 	<ul style="list-style-type: none"> Online Safety Apply computing skills and internet safety knowledge to create content using unfamiliar programs or apps. Ask the children to visit the Imperial War Museum website to find the answer to the question 'What was the contribution of animals during the war?' Set a short period of time for the research task so children have to work to a deadline. Challenge the children to make notes using collaborative software, such as Google Docs. Ask the children to consider their views of using animals in war, for example 'Is it right to use animals in war? Do you think the contribution of animals in war is properly recognised?' Children could be challenged to find other useful websites for this topic and add them to their shared document. 	<ul style="list-style-type: none"> Jigsaw: Dreams and Goals
		RE
		<ul style="list-style-type: none"> How and why do people care about the environment? Is this the world God created? Chn will know why the creation story is important to Christians and be able to understand and give examples of how humans have not been good stewards. Put the topic question up on the whiteboard. State the general learning intentions: we will find out what Christians, Buddhists and Muslims teach about the natural world and what this means followers will do. We will think about our responses to care for the natural world.
Geography	History	PE
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> What's in a name? Children will recap knowledge of the past in terms of key eras and events. Recall invasions studied such as Romans, Anglo Saxons and Vikings and any other examples of war/ invasions pupils can name. Start by showing pupils the image from the census showing the names of the Bradford family. Discuss why it is a primary source. Explain that it is a way of the government counting how many people live in the country and finding out other things such as ages and jobs. Why do the class think governments would need this information? Set up some research questions for the pupils: What can the pupils find out about the family? Where are they living? Who is in the family? How old are they? What jobs did they do? How wealthy do they seem to be? Is there anything unusual or interesting? What else would you like to know about this family? Develop children's thinking into what the family may be doing now and how their families adapted through the war. 	<ul style="list-style-type: none"> Street Dance (Dance Coach) Gymnastics - Group dynamics. Boccia Swimming
Art	D&T	Music
<ul style="list-style-type: none"> 3D sculpture: abstract painting; polystyrene tiles; hat making 		<ul style="list-style-type: none"> A New Year Carol Classical or Urban Gospel Benjamin Britten's music and cover versions