














Our Year 6 Curriculum - Spring 2



Big Question 	Rights: Have women's lives improved over time since 1066 in the UK?
Maths 	Percentages, fractions and decimals Geometry: position and direction and properties of shapes Algebra: use simple formulae; generate and describe linear number sequences; express missing number problems algebraically; find pairs of numbers that satisfy an equation with two unknowns; enumerate possibilities of combinations of two variables.
English 	Texts we will be studying - Cogheart, Rose Blanch, 'The Story About Standing Up for Girls' Rights- Malala, *Anthology of Amazing Women The children will be exploring the language and layout features of an information report and learning to use persuasive speech effectively.
History	Women's roles and rights through time - medieval, suffrage and WW2 The children will know why particular 'amazing women' were significant in history. They will compare the contributions of two 'amazing women' - note similarities and differences and make connections/notice trends.
Science 	Light: How it travels & the human eye (Why do we see 'history' whenever we look at the stars?) The children will learn that: The universe follows unbreakable rules that are all about forces, matter and energy. And that energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it.
Religious Education 	The children will explore the themes Pilgrimage and Sacred Places through the study of Islam They will: <ul style="list-style-type: none"> ● understand why people make special journey ● explore the variety and importance of sacred spaces in the local and wider community. ● understand why these places are of religious significance to the particular faith groups.
PSHE 	Theme - How can the media influence people? The children will learn: how the media, including online experiences, can affect people's wellbeing. how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them that mixed messages in the media exist and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are. recognise the risks involved in gambling related activities, what might

	<p>influence somebody to gamble and the impact it might have that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</p> <p>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>to recognise unsafe or suspicious content online and what to do about it to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>
<p>Music</p> 	<p>Theme - Silent Movies and influential women in music</p> <p>Children will:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts • Use technology appropriately • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Develop an understanding of musical composition, organising and manipulating ideas within musical structures • Improvise and compose music for a range of purposes using the interrelated dimensions of music
<p>Art and Design</p> 	<p>Food: Making bread</p> <p>Children will:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities . • Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<p>Computing</p> 	<p>Children will understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. They will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p>
<p>French NVB</p> 	<p>Theme - Les vêtements - (Clothing)</p> <p>Children will know the names of 20 different items of clothing, say what they are wearing using the verb 'porter' : <i>Je porte...</i></p> <p>They will be able to extend sentences with adjectives of colour and understand adjectival agreement.</p> <p>Writing: Children will write extended sentences to describe what they are wearing</p>
<p>PE</p> 	<p>Outdoor PE - Athletics</p> <p>Indoor PE - Gymnastics</p>