

# Y6 Curriculum Overview Term 3

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>ADRIFT</p> <ul style="list-style-type: none"> <li>-Descriptive sentences to caption the image</li> <li>-Continue paragraph... what happens next?</li> </ul> <p>Assessment opportunities</p>	<p>BRAVE TRAILER</p> <ul style="list-style-type: none"> <li>-Story map with annotated adjectives</li> <li>- Character description on Merdia</li> <li>- Setting description on haunted forest</li> <li>- Persuasive poster</li> <li>- Diary on the moment Merida sees the bear</li> </ul>	<p>ABOUT TO HATCH</p> <ul style="list-style-type: none"> <li>-Writing dialogue</li> <li>-Planning mythical creature</li> <li>-Writing a character description based on creature</li> <li>- Write instructions on how to care for mythical creature</li> <li>-Write paragraph linked to creature</li> </ul>	<p>THE PIANO</p> <ul style="list-style-type: none"> <li>-Infer/predict the clip</li> <li>-Evaluate features of a diary</li> <li>-Order clip chronologically</li> <li>-Describe clip with figurative language</li> <li>-Write a diary entry based on one section of the clip</li> <li>-Edit and publish diary entry</li> </ul>	<p>NEW YORK IS FALLING</p> <ul style="list-style-type: none"> <li>-Identifying features of a newspaper</li> <li>-Create a word bank based on destroyed images of New York</li> <li>-Construct an interview</li> <li>-Plan a newspaper report</li> <li>-Write newspaper report</li> <li>-Edit Newspaper report</li> </ul>	<p>ALMA</p> <ul style="list-style-type: none"> <li>-Explore how tension is created</li> <li>-Evaluate existing ghost stories</li> <li>-Plan themselves as a China doll w. powerful vocabulary</li> <li>- Write paragraph of another child coming into the shop and touching 'their doll'</li> <li>-Edit and publish</li> </ul>
GPS	<ul style="list-style-type: none"> <li>-Relative clauses</li> <li>-GPS quiz (teacher assessment)</li> </ul>	<ul style="list-style-type: none"> <li>-Expanded Noun Phrases</li> <li>-Parenthesis</li> <li>-Modal Verbs</li> <li>-Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Inverted Commas</li> <li>-Time Adverbials</li> <li>-Fronted Adverbials</li> <li>-GPS Recap</li> </ul>	<ul style="list-style-type: none"> <li>-Compound words</li> <li>-Hyphens</li> <li>- Similes, metaphors, personification</li> <li>-Progressive tense</li> </ul>	<ul style="list-style-type: none"> <li>-Word classes</li> <li>-Semi colons</li> <li>-Colons</li> <li>Subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>-Perfect form of verbs</li> <li>-Active/passive voice</li> </ul>
Spellings			-ably and -ibly	-ent →ence	-er, -ar, -or	-ly
Guided Reading	<b>Start week 5. Focus:</b> Day 1: Decoding, fluency and performing; Day 2: Understanding vocabulary; Day 3: Investigating the content; Day 4: Assessing the children's understanding.					
Reading	Myon	Myon	Myon <i>The Giant's Necklace</i> <i>Michael Morpurgo</i>	Myon <i>The Giant's Necklace</i> <i>Michael Morpurgo</i>	Myon <i>Kensuke's Kingdom</i> <i>Michael Morpurgo</i>	Myon <i>Kensuke's Kingdom</i> <i>Michael Morpurgo</i>
Maths	<ul style="list-style-type: none"> <li>-Nearest whole number, hundred and thousand</li> <li>-Rounding numbers</li> </ul>	<ul style="list-style-type: none"> <li>Numbers from words to digits</li> <li>Partition and rename</li> <li>Place value – millions</li> <li>HCF and LCM</li> <li>Prime or Composite</li> <li>Add Multi-digit numbers</li> <li>Estimation</li> <li>Negative/Positive numbers</li> </ul>	<ul style="list-style-type: none"> <li>Add and Subtract Integers</li> <li>3 digit differences: regrouping</li> <li>Add and subtract decimals</li> <li>Mental multiplication and division</li> <li>Multiplying and dividing by 10,100 and 1000</li> <li>Estimating products, quantities and products/division</li> </ul>	<ul style="list-style-type: none"> <li>Convert between metric units from smaller unit → larger (g, m, l)</li> <li>Convert between metric units from larger unit → smaller (m)</li> <li>Code Cracker – R/PS</li> <li>Catch up: Short division.</li> <li>Integers: Multiply and Divide</li> </ul>	<ul style="list-style-type: none"> <li>Convert between metric units from larger unit → smaller (g, l)</li> <li>Convert between units of time</li> <li>Convert between miles and km</li> <li>Family Ages – R/PS</li> <li>Catch up: Long multiplication, multiply by 2 digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>Calculate the area of a parallelogram</li> <li>Calculate the area of a triangle</li> <li>Dartboard Scores – R/PS</li> <li>Catch up: Divide 1 digit divisor (with and without a remainder)</li> </ul>

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Maths – times tables	Children completing differentiated times tables quizzes through TTRS	Use www.thinkuknow.com Identify the 5 strands of the SMART approach to staying safe online.	Identifying the similarities and differences between bullying and cyber bullying	Identify the features of a 'secure' website.	Identifying the kind of information that can and should not be shared online (personal details)	E-safety quiz which brings together all of the topics we have looked at (SMART, cyber bullying, secure websites, personal details)
Science		Describe the physical effect (and emotional benefits) of exercise on the heart and lungs	Identify the structure of the heart.	Identify and label the lung system. Explain the function of the lungs and blood vessels involved in circulation.	Explain the circulatory system  (Cloze procedure)	Recognise the importance of diet, drugs and exercise on the body.
PSHE	Identify and reflect on the qualities we have that make us a good citizen.  (Suitcase activity)	Identify the different groups of the 'eat well' plate.	Discuss a range of healthy and unhealthy menus. Suggest how they could be made healthier.	Design your own three-course healthy meal. Aim to make at least one course in real life!	Identify the different stages of being asleep. Create a poster that details the 5 stages of sleep, the correct number of hours per age group. Also explore what happens when you don't get enough sleep.	Identify ways to improve your sleep.  Explore useful strategies (milky drink, reading a book, darkness) as well as the elements that do not help you fall asleep (e.g. lights, electronic gadgets)
Geography	Identify the features of the Tundra biome	Compare and contrast Alpine and Arctic tundra.	Identify the key features of North America (the surrounding oceans, USA, Canada etc)	Identify the differences between human and physical features. Sort examples of them from North America.	- Name and locate the countries of North America and identify their main human characteristics	Compare population density in areas of North America.  Create a graph to show the statistics and evaluate the results.
RE	What is tolerance? How can we transform our world?  Children to draw two sides of a globe. One side to be labelled with the bad aspects (pollution, war, greed, global warming, poverty) The other to be filled with positive parts of our world.	What kind of King did Jesus want to be? Use the stimulus of <i>Jesus in the Wilderness</i> . Children to think about how Jesus was tempted and what we can learn about his character from this.	Explore the idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven Stimulus of the parable of the feast. Children to create invitations inviting all of Year 6 (or another suitable audience) to a celebration but the invitation must be completely <b>inclusive</b> and reflect the message of the parable.	Explore the parable of the tenant in the vineyard.  Challenge the children to tally the different choices they would make in a range of scenarios that might challenge them. Give them a series of scenarios and see if they can make the 'right' choice.	How do Christians try to make the world more like the kingdom of God?  Research the work of charities local to Gloucestershire. Children to present their findings.	Recap the main thread of the unit – that Jesus was a King to serve all others.  Discuss the idea of service and those who serve (particularly poignant currently) Children to choose a charity (perhaps the one they studied last week) and write a letter of appreciation to them. Emails to be forwarded to class teacher to collate and forward.