

Year 6
Spring Term 2016
Curriculum Overview

Subject	Spring Term	
RE	<p style="text-align: center;">Unit D Christmas</p> <p>In this unit of work the children will explore the story of the birth of Christ from the Gospel of St. Matthew and the Gospel of St. Luke. They will also learn about some images of Christ that are found in the Prologue to the Gospel of St. John.</p> <p style="text-align: center;">Unit E Baptism & Confirmation Celebrations</p> <p>In this unit the children will learn about the celebration of the Sacraments of Baptism and Confirmation. They will explore the signs and symbols of both these Sacraments and will hear about the gift of the Holy Spirit being given in the celebration of these Sacraments.</p>	<p style="text-align: center;">Unit F LENT</p> <p>In this unit of work children will be given some opportunities to develop their knowledge and understanding of prayer, fasting and almsgiving as important Lenten activities. They will examine the teaching of Jesus about these things and think about why they might be important activities for Christians today. In this unit children will also explore the Church's teaching on the forgiveness and God through the Sacrament of Reconciliation.</p> <p style="text-align: center;">Unit I Easter</p> <p>In this unit the children study the story of Easter from the perspective of Thomas. The work contained in this unit will require them to think about reasons why Thomas did not believe in the Resurrection of Christ at first and why people today believe that Jesus is risen from the dead. Children will also learn about Easter and the promise of eternal life. They will be introduced to some associations with Baptism and the celebration of a Christian funeral.</p>
Literacy Writing genres	<p>1.autobiography/biography x3 2.Narrative Writingx3</p>	<p>1.Argument Writingx3 2.Narrativex3</p>
Numeracy Mrs Parker	<ul style="list-style-type: none"> • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. • St1 - Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average. • 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. • Solve problems involving the calculation and conversion of units of measure, using decimal • Use, read, write and convert between standard units, converting measurements of length, 	

	<p>mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <ul style="list-style-type: none"> Convert between miles and kilometres notation up to three decimal places where appropriate 	
Numeracy Mrs Glynn	<ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [or example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]. Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]. Solve problems which require answers to be rounded to specified degrees of accuracy. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average 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. Divide numbers up to 4-digits by a two-digit numbers using the formal written method of short division where appropriate, interpreting remainders according to the context. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 	
Science	<p>Animals, Including Humans</p> <p>In this unit, chdn will:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Light</p> <p>In this unit, chdn will:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Computing	We are market researchers	We are interface designers
PSHE	<p>Dotcom Scheme</p> <p>Looking at risks in the children's lives and how they can be responsible and stay safe. Value of friendship and being special and unique.</p>	
PE	1. HANDBALL	
Music	<p>Taught by Ms J Davis</p>	
Spanish	<ol style="list-style-type: none"> Ordering food at the coffee shop (cont. from last term) Farm animals (name and classify by number and gender) Parts of the body (rev from last year) Classifying (gender and number) and naming body parts. Physical descriptions (hair, eyes, height, etc) Descriptions in the 1st and 3rd person (e.g I have blue eyes he/she/ it has blue eyes and blonde hair, etc.. 	