|  |  |  |  |
| --- | --- | --- | --- |
| **Year group: 6** | | | **Half Term: Spring 1** |
| **Subject** | **Strand** | **Unit of work title / Overview** | |
| **English** | *Reading* | Journey to the River Sea – Eva Ibbotson | |
| *Writing* | We will be writing a non-fiction information text based on the Amazon rainforest. | |
| *Spelling* | Ibly/ably, cial/tial, prefixes and Word Wall Line 3 | |
| *Grammar* | Modal verbs, relative pronouns, relative clauses, active/passive voice, conjunctive adverbs. | |
| *Punctuation* | Parenthesis including brackets, dashes and commas. | |
| **Maths** | *Units of work* | To draw 2-D shapes using given dimensions and angles  To recognise, describe and build simple 3-D shapes, including making nets  To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons  To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius  To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles | |
| **Science** | *Working scientifically* | Identifying, classifying and grouping; Comparative and fair testing; Pattern seeking; Observing over time | |
| *Units of work* | Properties and changing materials: This unit builds on the children’s knowledge of solids, liquids and gases and looks at how mixtures and solutions can be separated using a range of different ways. It also looks at the ideas of reversible and irreversible changes. | |
| **Spanish** | Units of work | Las mascotas; pets. Learning vocabulary for 8 pets, saying which pets you have/don’t have, being able to say what your pet is called. | |
| **Geography** | *Units of work* | The Amazon Basin – we will be revising location knowledge with a focus on South America and then exploring the Amazon Basin as a regional study. Human and physical features will be learnt about including who lives there and how we can protect this special place on Earth. | |
| **Art** | *Artist* | Georgia O’Keefe | |
| *Units of work* |  | |
| **Music** | *Musician* | Range of musicians from around the world. | |
| *Units of work* | Singing and playing in different styles with different ensembles. We learn about music from all around the world and explore personal emotions through music. | |
| **RE** | *Units of work* | What would Jesus do? Can we live by the values of Jesus in the twenty-first century? We will outline Jesus’ teaching on how his followers should live and offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live. We will explain the impact Jesus’ example and teachings might have on Christians today and express our own understanding of what Jesus would do in relation to a moral dilemma from the world today. | |
| **Computing** | *Units of work* | Microsoft Word: we will be learning about the advantages and disadvantages of word processing as well as how to use bullet points, embed imagery and hyperlinks. | |
| **PE** | *Units of work* |  | |
| **PSHE** | *Units of work* | We will be linking to our online safety lessons in computing by looking at media literacy and digital resilience. We will also be discussing what are our influences and how we make decisions online. Through the CyberSprinters , we will encourage good cyber hygiene practices, before those bad habits that cyber criminals exploit have been established! | |