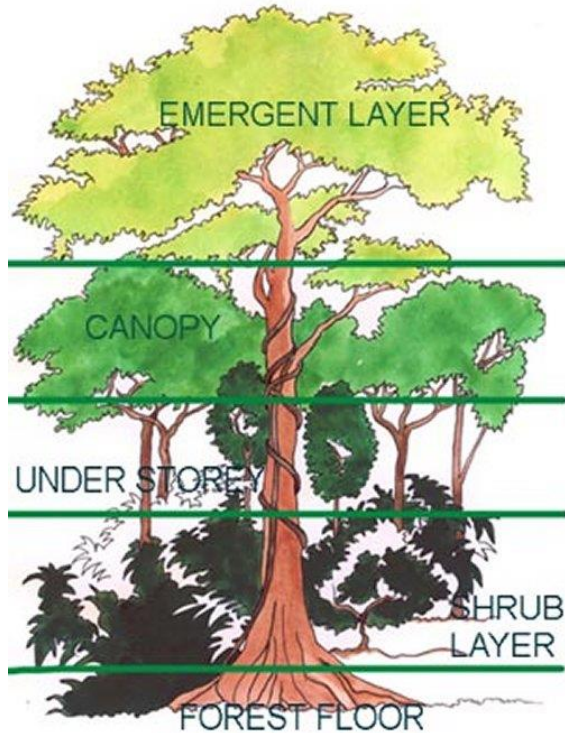




Ridgeway Primary School Year 6 Curriculum Forecast Spring Term

Save The Planet





English

(planned from the National Curriculum 2014)



Reading

A focus on reading VIPERS and developing reading skills in a range of contexts:

- Group reading
- Daily class read to develop inference skills, discuss vocabulary and develop a love of language!
- Regular independent reading
- Context related research (books and online)
- Reading aloud to partners/groups/class
- Develop understanding of skills required to tackle reading comprehensions

Writing

Range of writing opportunities linked to context related text including:

- Characterization using 'The Explorer' by Katherine Rundell
- A factual report about an endangered Amazon animal
- A discussion about the pros and cons of deforestation
- Describing a setting focusing on the Ritz Hotel which links to The Explorer

In addition to this, there will be cross-curricular opportunities to write about different areas of the Geography, R.E. and Science curriculum.



Maths

(planned from the National Curriculum)

- Arithmetic- weekly focus on all aspects of arithmetic (e.g. addition, subtraction, multiplication, division, fractions) to support the development of speed and accuracy.
- Decimals up to 3 decimal places and applying the four operations.
- Finding the percentage of an amount and finding equivalent decimals and fractions.
- Using algebra to solve missing number problems and understand simple formulae.
- Problem solving: understanding how to unpick problems into manageable parts and apply the right calculation.
- Reasoning opportunities – verbal and written explanations to explain their mathematical processes.





Science

- **Adaptation:** Looking at how different animals in a range of biomes are adapted to their environment.
- **Animal Habitats:** Exploring the habitats of endangered animals who live in the Amazon Rainforest.
- **Food Chains:** Investigating food chains in relation to learning about animal habitats, adaptations and the consequences of environmental change.



Wellbeing

- Exploring who we are and what makes our identity.
- Understanding how the media can influence people – their thoughts, feelings, beliefs and decisions – and why.
- Exploring how images can be manipulated or invented.
- To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.





Computing

- Utilising the internet to research biomes, endangered animals, volcanos from around the world and more.
- We will be learning how to print screen and use key board short cuts when using word processing.
- Exploring different publishing packages to present information including Prezi.
- Developing programming skills through creating and improving own games in Scratch.
- As always, we will be continuing to discuss online safety and issues surrounding this topic.

Art & Design / Design & Technology

- The children will have an opportunity to flex their sketching skills by drawing a range of endangered animals using step by step guides.
- Water colours will be used to complete their animal sketches.
- We will be producing collages in a range of scales.





P.E.

Games: Indoor team games, kwik cricket and lacrosse, focusing on a range of skills for each activity (e.g. passing into a space, intercepting and ball control in all contexts), leading to application of skills in small games.

Dance/Gymnastics: Exploring traditional tribal dances, where they originate, their meanings and when they are performed. Understanding the spatial, temporal, dynamic and relational differences between tribal dance and other dance.





Geography

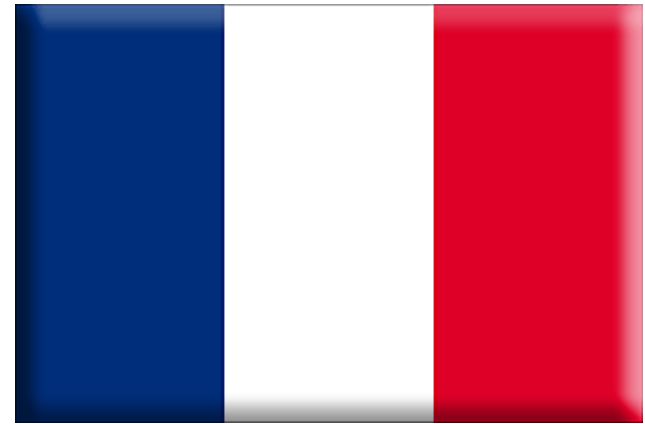
- We are going to be looking at biomes all over the world, focussing in on those in South America, primarily the Amazon rainforest.
- We will gain a sense of a place from a comparative study (UK vs. South America and Croydon vs. Manaus) giving reasons for similarities and differences and understanding how they are changing. We will also investigate how different people have a different emotional connection to places.
- We will investigate why people engage in economic activity which is damaging to the environment, specifically the Amazon Rainforest, and identify ways that they can reduce their impact on the environment.
- This will inform us for our debate: Who causes the most destruction to the Amazon Rainforest?
- Using atlases, we will further develop map skills, identifying key physical and human characteristics, countries and major cities. We will also identify the equator, hemispheres and tropics.
- Our learning will also focus on how volcanoes and earthquakes are formed, where they are located and their impact on both people and places.
- We will also consider why people choose to live in these high risk areas.





French

- To apply and extend knowledge of everyday phrases (including greetings, introducing yourself, days, months, numbers, colours, names of familiar objects, obtaining directions, etc) focussing on pronunciation.
- Continuing to write basic sentences in French.



Music

- Playing and improvising on chords.
- The 12 bar blues.
- Notation and how to record a composition.

