

Woodlands Park Half Termly Overview

Year Group: Year 6

Term: Spring 2

Maths – Core Objectives / Components

This half term, children in year 6 will be learning the final objectives of the KS2 curriculum as well as starting to recap key methods and objectives that they have learnt.

Core objectives this term include:

- Convert units of measure.
- Find the percentage of a whole number.
- Find the area and perimeter of rectangles, triangles and parallelograms.
- Find the volume of cubes and cuboids.
- Use a protractor to measure angles.
- Investigate and solve problems about angles in quadrilaterals and triangles.
- Calculate the average mean.
- Read and interpret pie charts and line graphs.
- Use ratios and fractions to compare.
- Find the relationship between ratios, percentages and fractions.

English - Core Objectives / Components

All reading, writing, spelling, grammar, punctuation and handwriting objectives will be taught through the following sequences this half term:

A Wizard of Earthsea (Fantasy Narrative using archaic language)



by Ursula L Guin

To write the opening narrative of a characters origin story.

Are foodbanks the answer to food poverty?



Write a formal letter to Ivybridge Council asking for a cold store

Geography

Comparing the UK to Ecuador

- Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
- Investigate graphs and data to find that cocoa beans can only be grown in countries within 10° of the equator and locate these using an atlas.
- Identify lines of latitude on a globe, including the tropics of Cancer and Capricorn and the Arctic and Antarctic circles.
- Understand geographical similarities and differences of the United Kingdom and South America .through the study of human and physical geography
- Compare and contrast the human geography of Ecuador with the UK by learning about primary secondary and tertiary jobs.
- Compare and contrast the human geography of Ecuador with the UK by learning about the chocolate/clothes production in both countries.

Computing

Coding - Variables in a Game

- Learn what variables are and relate them to real-world examples.
- Use the Use-Modify-Create model to experiment with variables on an existing project template.
- Use the Use-Modify-Create model to experiment with variables in own project.
- Apply knowledge of variables and design to improve their own game in Scratch.



DT	PE
<p><u>To research and evaluate existing product before designing own product.</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of appealing products that are fit for purpose. • Select from and use a wider range of materials and ingredients, according to their functional properties and aesthetic qualities. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Research existing chocolate brands and products and identify why they appeal to a range people. • Create a new chocolate product based on market research. Design packaging and advertisements for the new product. • Gather feedback and use to inform developments of the product. 	<p><u>Net / Wall - Tennis</u></p> <ul style="list-style-type: none"> • Developing forehand and backhand • Developing accuracy and consistency • Learning serving techniques • Developing a rally • Develop understanding of game play, scoring systems and strategy

MFL - French	Music	PSHE
<p><u>Describing Me and Others</u></p> <ul style="list-style-type: none"> • Phonics – un/une, ch, eu, on, au/eau/o, ou/u • Vocabulary – eux suffix words (e.g. sérieux, heureux, courageux), classroom objects, days of the week, • Grammar – Adjectives ending in eux/euse, Verb ‘Avoir’ saying what I have and others have, raised intonation Qs – Tu as? J’ai? Ella a quoi? 	<p><u>To compose music for a range of purposes</u></p> <ul style="list-style-type: none"> • Choose and create effective sounds and descriptive music in pairs or groups to reflect different moods and intentions. • Play rhythmic patterns and repeated ostinato accompaniments • Compose an advert jingle (using garage band, voice and tuned percussion for a new bar of chocolate) 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • To understand our individual responsibility for health and well-being • To understand the effects of drugs on the human body • To understand what it means to be emotionally well.