

RE	English
<ul style="list-style-type: none"> <li>Unit F: Lent (4 weeks)</li> <li>Unit H: Holy Week (2 weeks)</li> <li>Virtues: Attentive and Discerning</li> </ul> <p>Holy Days/Feast Days: Ash Wednesday, Lent, Holy Week liturgies.</p>	<p>The Lion, The Witch and The Wardrobe</p> <ul style="list-style-type: none"> <li>Predictions</li> <li>Setting descriptions</li> </ul> <p>Holes</p> <ul style="list-style-type: none"> <li>Narrative with dialogue</li> </ul> <p>Laudato Si</p> <ul style="list-style-type: none"> <li>Formal letter</li> </ul>
Maths	Science
<ul style="list-style-type: none"> <li>Position and Direction (1 week)</li> <li>Area, Perimeter and Volume (1 week)</li> <li>Statistics (1 week)</li> <li>Geometry (2 weeks)</li> <li>Revision, consolidation and assessment week (2 weeks)</li> </ul>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> <li>Identify plants and animals who have evolved over time (include variations).</li> <li>Understand adaptations that are made to suit an environment and could lead to evolution.</li> <li>Explain how fossils provide information about ancient animals.</li> <li>Know what characteristics are passed onto offspring.</li> </ul>
History/Geography	Art/DT
<p>Geography: Sustainability – how can our school reduce its plastic waste?</p> <ul style="list-style-type: none"> <li>I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.</li> <li>I can understand that human actions can disrupt the natural physical processes on Earth and that actions of individuals can have a large-scale impact.</li> <li>I can understand that what happens in the United Kingdom can impact other places and that events in other places can impact the UK.</li> <li>I can explain the impact that plastic waste has on the environment and can make suggestions on how the school can reduce the impact it is having on the environment.</li> <li>I can plan a geographical enquiry using fieldwork and observational skills and collect data using a range of equipment.</li> <li>I can record data in a variety of ways and present my data using charts and graphs.</li> <li>I can analyse data and explain what I have learnt.</li> </ul>	<p>Design and Technology: Will my design be suitable for slippers?</p> <ul style="list-style-type: none"> <li>Research</li> <li>Design</li> <li>Make</li> <li>Evaluate</li> </ul>
PE	Computing
<ul style="list-style-type: none"> <li>Football (PE Hub)</li> <li>Active Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6.7 - Quizzing</li> </ul>
Music	PSHE
<ul style="list-style-type: none"> <li>Charanga: Musical Styles Connect Us</li> <li>Composer of the half term: David Bowie</li> </ul>	<ul style="list-style-type: none"> <li>My Happy Mind</li> </ul>
Theme/ Focus Days	
<p>Thursday 06/03: World Book Day (off timetable reading activities!)</p> <p>Thursday 20/03: Treasure Island Theatre Production on KS2 (morning)</p> <p>Friday 21/03: Maths Morning across the school</p> <p>Monday 24<sup>th</sup> – Wednesday 26<sup>th</sup> March: Y6 Alton Castle trip</p>	

**Assessment for this half term**

RE assessment unit – Lent.

RE assessment sheets for tracked children for each unit.

Half termly KS2 assessments for reading, grammar and maths.

Teacher assessments for reading, writing, grammar and maths to be inputted on tracker.

TAF grids in English books to be completed for assessed writing and internal moderation to take place.

one piece of writing evidence to be added to the writing displays.

SEN paperwork to be completed – continuums updated, ITPs annotated, handed in and updated, pupil profiles annotated, handed in and updated, parent reviews to be completed. (See SEN calendar for clarification.)

**Year Six Curriculum Spring 2 2024-25**