



Girton Glebe Primary School Curriculum Inquiry

Oak Class (Y6) – Spring 1

<p>English:</p> <p>In English, we will be using visual literacy and the picture book text “The Mysteries of Harris Burdick” as our stimuli for writing. With this as our focus, we will write the following text-types:</p> <ul style="list-style-type: none"> • Narratives, including setting and character descriptions and dialogue • Diary entries & Emotive Writing <p>We will continue revising and consolidating our understanding of the following grammar:</p> <ul style="list-style-type: none"> • Using colons, semi-colons and dashes to mark boundaries between independent clauses • Using colons to introduce a list and semi-colons between items in a list • Using hyphens to avoid ambiguity • Identifying subjects and objects within sentences and whether a sentence is active or passive • Understanding the relationship between synonyms and antonyms and giving examples of these • Using a wider range of cohesive devices to link ideas within and across paragraphs • Understanding the difference between formal and informal register and using the subjunctive form where appropriate 	<h2>How We Express Ourselves</h2>				<p>Maths:</p> <p>Maths will focus on Ratio, Algebra and Decimals, as well as revision of the key skills already learnt and continuing to develop our reasoning and problem-solving skills. The skills covered will include:</p> <ul style="list-style-type: none"> • Using the ratio symbol • Understanding ratio as a fraction • Using scale factors • Drawing pictures to scale • Understanding proportion • Using ratio and scaling in recipes <ul style="list-style-type: none"> • Using function machines • Forming algebraic expressions • Understanding substitution • Problem solving with formulae • Solving 1 and 2 step equations • Solving problems with 2 unknowns <ul style="list-style-type: none"> • Understanding integers and decimals • Rounding decimals • Adding and subtracting decimals • Multiplying and dividing decimal numbers by integers • Multiplying and dividing by 10, 100 and 1,000, including decimals <ul style="list-style-type: none"> • Revising key skills and methods learned in Autumn term • Consolidating mental methods and considering the efficiency of different methods
	<h3>Central Idea</h3> <p>People express their individuality in different ways; the arts are subjective.</p>				
	<h3>Lines of Inquiry</h3> <p>An inquiry into:</p> <p>How can we leave our own stamp on the world? (<i>Responsibility</i>) What is art? (<i>Form</i>) How do different people respond to different artistic forms? (<i>Perspective</i>)</p>				
	<h3>Key Vocabulary & Names (from a range of subjects)</h3>				
	Buddha	karma	Nirvana	realms	
	Wheel of Life	stupas	monks	obituary	
variables	programs	conditionals	input		
reflection	refraction	beam	shadows		
Maafa	abolitionist	colonisation	enslavement		



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<p>Key Concepts:</p> <ul style="list-style-type: none"> • Form: What is art? • Perspective: How do people’s opinions differ? • Responsibility: What is our responsibility? 	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Communication: informed choices, listening, media representation • Self-Management: mindfulness, time management, perseverance • Social: self-control, emotional intelligence, supporting others
<p>Line of Inquiry: How can we leave our own stamp on the world? (<i>Responsibility</i>)</p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>Exploring creativity within Gaming (Computing)</p> <p>Exploring the art of story-telling and the impact of this on people’s lives (RE)</p> <p>Expressing ourselves in a foreign language (French)</p> <p>Investigating past and present Africa and the impact of slavery (Maafa) across the continent (History)</p>	<p>Line of Inquiry: What is art? (<i>Form</i>)</p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>Exploring creativity within Gaming (Computing)</p> <p>Exploring a range of different artists and art forms (Art & DT)</p> <p>Exploring the art of story-telling and the impact of this on people’s lives (RE)</p> <p>Exploring black culture in Britain today and the impact of slavery (Maafa) across both Africa and the wider world (History & Geography)</p>
<p>Line of Inquiry: How do different people respond to different artistic forms? (<i>Perspective</i>)</p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>Exploring the use of art in the Buddhist faith (RE)</p> <p>Exploring a range of different artists and art forms (Art & DT)</p> <p>Exploring the art of story-telling and the impact of this on people’s lives (RE)</p>	



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<p>In Reading, we will revise the following skills, and continue to look at exam technique ahead of our SATs exams at the end of the year:</p> <ul style="list-style-type: none"> Summarise the main events and key details of more than one paragraph, identifying details that support the main ideas Draw inferences about characters' feelings, thoughts and motives from their actions, providing evidence from the text Make reasonable predictions based on evidence in the text, both stated and implied Use evidence from the text to justify opinions or views Consider authors' vocabulary choices and the impact of these on the reader 	<p>Science: Taught by Miss Horne (IVC) on Monday afternoons. This half-term we will be looking at Light and completing a "Crime Lab Investigation" project. The skills covered will include:</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 <p>Art: How do artists express their individuality through their art?</p> <p>In this enquiry, children will engage with three in-depth artists studies:</p>	<p>R.E: Our RE focus this half-term will be Parinirvana (Buddhism). The skills covered will include:</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
<p>French: Taught by Miss Fox (IVC) on Thursday afternoons. This half-term, will cover the topic of "A l'école". We will:</p> <ul style="list-style-type: none"> Name the subjects we study in school with the correct definite article / determiner Extend sentences by giving an opinion on the school subjects and a justification for our opinion Start to tell the time by learning how to say the hour Say at what time we study certain subjects at school 	<ol style="list-style-type: none"> Basquiat: Urban expression and graffiti art. Keith Haring: Social commentary and vibrant expression. Jackson Pollock: Abstract expressionism and personal process. <p>Students will develop an understanding of how different artists use unique techniques and personal experiences to express their individuality, whilst experimenting with various artistic techniques such as graffiti art, social commentary through symbols, and abstract expressionism. They will create their own artworks that reflect their individual experiences, emotions, and perspectives, inspired by the studied artists.</p>	<p>PSHE: Through our PSHE scheme, Jigsaw, we will be exploring the theme of "Dreams & Goals" this half term. This topic will cover:</p> <ul style="list-style-type: none"> - Personal Learning Goals - Steps to Success - My Dreams for The World - Making a Difference - Recognising Our Achievements



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Computing:

Taught by Miss Pyle on a Tuesday afternoon. This half term we will be learning about Variables in Games.

The skills covered will include:

- Identify a variable in an existing program
- Experiment with the value of an existing variable
- Choose a name that identifies the role of a variable to make it easier for humans to understand it
- Decide where in a program to set a variable
- Update a variable with a user input
- Use an event in a program to update a variable use a variable in a conditional statement to control the flow of a program
- Use the same variable in more than one location

PE:

PE this half-term will be Basketball & Dance. The skills covered will include:

Basketball

Pupils will develop key skills such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking and defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use tactics to outwit the opposition, while developing their understanding of the importance of fair play and honesty while self-managing games.

Dance

Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will think about how to use movement to convey ideas, emotions, feelings and characters, while showing an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.