



Girton Glebe Primary School Curriculum Inquiry

Oak Class (Y6) – Spring 2

<p>English:</p> <p>In English, we will be using visual literacy and the text “Floodland” by Marcus Sedgwick as our stimuli for writing. With this as our focus, we will write the following text-types:</p> <ul style="list-style-type: none"> • Science-Fiction • Setting Descriptions • ‘Our Changing World’ Writing: Informational Leaflets, David Attenborough Style Commentaries, Poetry (Haikus) <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 The World Works</h2>				<p>Maths:</p> <p>Maths will focus on decimals, fractions, percentages, area, perimeter, volume and statistics as well as revision of the key skills already learnt and continuing to develop our reasoning and problem-solving skills.</p> <p>The skills covered will include:</p> <ul style="list-style-type: none"> • Decimal and fraction equivalents • Fractions as division • Fractions to percentages • Equivalent fractions, decimals and percentages • Ordering fractions, decimals and percentages • Percentages of and amount • Area of a triangle • Area of a parallelogram • Volume of a cuboid • Line graphs • Dual bar charts • Pie charts • Pie charts with percentages • The mean • Revising key skills and methods learned in Autumn term. • Consolidating mental methods and considering the efficiency of different methods. 																				
	<h3>Central Idea</h3> <p>Our local area is influential in the world’s use of technology.</p>																								
	<h3>Lines of Inquiry</h3> <p>An inquiry into:</p> <p>How have scientific and technological advances developed in Cambridge impacted the wider world? (Function/Connection)</p> <p>What are the positive and negative impacts of technological advances on the environment? (Responsibility)</p> <p>Could today’s technology have changed events in the past? (Perspective)</p>																								
	<h3>Key Vocabulary & Names (from a range of subjects)</h3>																								
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<p>Key Concepts:</p> <ul style="list-style-type: none"> • Connection: Recognising relationships and links between concepts, subjects, and ideas. • Responsibility: Considering ethical issues and personal accountability. • Perspective: What are the different points of view? 	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Research: Creating, evaluating & communicating, considering online perspectives. • Self-Management: Managing self, goal setting, time management. • Thinking: Considering new perspectives, application in multiple contexts, generating novel ideas.
<p>Line of Inquiry: How have scientific and technological advances developed in Cambridge impacted the wider world? <i>(Function/Connection)</i></p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>Exploring the role of Cambridge in medical breakthroughs and their global impact (Science)</p> <p>Investigating how technological innovations in Cambridge have shaped modern computing (Computing)</p> <p>Investigating the impact of Cambridge-based scientific discoveries on environmental sustainability (Geography/Science)</p> <p>Investigating the role of Cambridge University in advancing education and knowledge sharing (History)</p>	<p>Line of Inquiry: What are the positive and negative impacts of technological advances on the environment? <i>(Responsibility)</i></p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>Investigating the impact of industrial pollution from technological advancements (Science/Geography)</p> <p>Exploring how renewable energy technologies reduce environmental damage (Science/Geography)</p> <p>Investigating the impact of industrial pollution from technological advancements (History/Geography)</p> <p>Exploring the environmental impact of electronic waste and planned obsolescence (Design & Technology/Science/PSHE)</p>
<p>Line of Inquiry: Could today's technology have changed events in the past? <i>(Perspective)</i></p> <p>In this Line of Inquiry, we will cover the following concepts:</p> <p>Exploring science fiction writing (English)</p> <p>Investigating how modern transportation technology could have altered past migration and trade routes (Geography/History)</p> <p>Investigating how medical advancements today could have changed past pandemics and public health crises (Science/History)</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 continuing to look 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 & DT: How have historical and technological advancements in Cambridge influenced modern technology?</p>	<p>R.E: Our RE focus this half-term will be Sunday (Christianity). 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 Madame Incles (IVC) on Thursday afternoons. This half-term will cover the topic of "Le Weekend". We will:</p> <ul style="list-style-type: none"> Learn 10 phrases for activities they may do at the weekend. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit. 	<p>Inspired by Cambridge's Mathematical bridge and William Etheridge, in this inquiry children will take on the roles of architect and engineers to learn about the design and manufacture of bridges and how technological advances have changed these. Children will work together in groups to design and build a stable, load-bearing bridge that will get a toy car from one table to another (with at least a 30cm gap between the tables). They will experiment and choose the materials and carry out their design as per their pre-planned specification.</p>	<p>PSHE: Through our PSHE scheme, Jigsaw, we will be exploring the theme of "Healthy Me" this half term. This topic will cover:</p> <ul style="list-style-type: none"> - Taking Responsibility for My Health & Wellbeing - Drugs - Exploitation - Gangs - Emotional and Mental Health - Managing Stress and Pressure



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Computing:

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

This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.

PE:

PE this half-term will be Tennis and Invasion Games. The skills covered will include:

Tennis (Friday PM)

Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness, including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games.

Invasion Games

This unit recaps on the fundamental skills needed to play a range of invasion games, such as dribbling with the ball, passing and keeping possession. It also covers attacking skills, such as shooting and changing direction with the ball in football using the drag back and stop turn. Defending skills such as shadowing and tackling are also covered. Child will take part in individual, paired and small group activities as well as play a range of team games to enable them to practise and improve their skills.