



Curriculum Overview

Block: Four

Class: P6

Teacher: Miss Fraser M, T, W, F Mrs Liddle: Thu



Reading

Personal Reading

We are learning to...

- Explore the writer's craft, explaining why we like or dislike authors, books and texts.
- Share our recommendations about different texts with others.

Reading Groups

We are learning to...

- Identify and explain the difference between fact and opinion.
- Recognise that we are being influenced by others opinion or argument.
- Assess how useful and believable sources are.

Writing (Persuasive and Discursive Writing)

We are learning to...

- Express our thoughts and opinions using supporting detail and evidence.
- Organise our ideas in a logical way.
- Write in a way that makes our chosen topic clear and includes a conclusion that rounds off the writing strongly.
- Use language to influence and persuade through our use of word choice, punctuation, repetition, rhetorical questions, and emotive language.

Grammar

We are learning to...

- Improve our grammar to ensure our writing makes sense, is technically accurate and meets its purpose.
- Identify the difference between formal and informal writing and learn when to use them appropriately.

Handwriting

We are learning to...

- Use linked script legibly.
- Ensure we take care with our presentation when writing.



Health and Wellbeing (Mrs Jameson and Miss Fraser)

We are learning to...

- Identify different kinds of friendships and relationships.
- Use the correct terminology for all private body parts and reproductive organs.
- Describe the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, and hormones.
- Identify ways of keeping hygienic during puberty.
- Describe the concept of consent.




Physical Activity: Athletics (Mrs Ward-Higgins and Miss Fraser)

We are learning to...

- Sustain a variety of moderate to vigorous physical activity that provides challenge (sprinting, cross-country running, etc).
- Experiment with the use of force with body parts and equipment (high jump, shotput etc).
- Experiment with the use of speed (throwing a ball, running, etc).

Topic (Food)

We are learning to...

	<ul style="list-style-type: none"> ○ know the journey of food from source to plate. ○ Identify the factors that may influence food choices (religion, geographical, ethical). ○ Understand food labelling systems.
 <p>Numeracy (Recall: Multiplication, division, adding and subtracting) <i>We are learning to...</i></p> <ul style="list-style-type: none"> ○ Mentally add two digit numbers and beyond. ○ Add 4 digit numbers to 4 digit numbers using a standard written method. ○ Use standard written methods of subtraction to 10,000. ○ Calculate divisions and multiplications using a range of strategies both mental and written. ○ Apply knowledge of multiplication and division to solve problems. ○ Use knowledge of inverse operations in problem-solving. ○ Determine which calculations are needed to solve problems involving whole numbers. <p>Maths <i>We are learning to...</i></p> <ul style="list-style-type: none"> ○ Use twelve- and 24-hour time. ○ Read times at 1-minute intervals. ○ Show 5/10 mins before and after a given time on digital and analogue clocks bridging the hour. ○ Use timetables/schedules and time calculations to plan events and activities. ○ Use and interpret a calendar to plan an event or activity. ○ Choose the most appropriate timing device in practical situations and record using relevant units. ○ Describe the relationship between commonly used units of time and can carry out simple conversions. 	 <p>Science (Plants) <i>We are learning to...</i></p> <ul style="list-style-type: none"> ○ Interpret food chains and identify the difference between predators, prey, and producers. ○ Use and understand the terms herbivore, carnivore, and omnivore. ○ Understand that food chains represent a transference of energy between living things using the vocabulary producers and consumers. <p>RME (Islam) <i>We are learning to...</i></p> <ul style="list-style-type: none"> ○ Understand and appreciate the ways in which followers of Islam mark major life events and times of year. ○ Explain key features of festivals and celebrations celebrated in Islamic culture.
Expressive Arts	Modern Languages (French)
<p><i>We are learning to...</i></p> <ul style="list-style-type: none"> ○ Recognise and describe different visual elements: line, colour, and shape. ○ Use colour, line, and shape in our own work. ○ Identify and use different shading techniques (hatching, cross-hatching, circulism and contouring). 	<p><i>We are learning to...</i></p> <ul style="list-style-type: none"> ○ Talk about the hobbies and sports we enjoy. ○ Give simple opinions about sports using adjectives to explain.

- Develop our confidence in using French language during short conversations and role play.

How to Support Your Child's Learning at Home: Whenever possible practice reading 12- and 24-hour time and encourage calculation of hours and minutes between activities (planning journeys for arrival times, getting ready for school etc). Continue to encourage reading for pleasure and talk to them about what they are reading. If you have any questions, comments, or concerns, please don't hesitate to get in touch: gw21fraserrachael@glow.sch.uk.