

Term 4 Curriculum Overview

Year 6

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 Oct 6	Location & Transformations Shape	Comprehension	Major Focus: Voice Major Focus: Presentation Minor Focus: - Ideas, - Organisation, - Conventions: - Word Choice - Conventions: Spelling - Voice, - Presentation. - Word Choice	Resilience, Rights, Respectful Relationships (RRRR) Topic 8: Positive gender-relations	Science Enduring Understanding: The Earth is part of a system of planets orbiting around a star. Living things adapt to environmental changes.
Week 2 Oct 13					
Week 3 Oct 20					
Week 4 Oct 27					
Week 5 Nov 3	Time Angles				
Week 6 Nov 10					
Week 7 Nov 17					
Week 8 Nov 24					
Week 9 Dec 1					
Week 10 Dec 8					
Week 11 Dec 15					
The focus of Learning Cycles for these weeks will be established by the Collaborative Teaching Team in alignment with student needs. As all core learning cycles will have been completed, subsequent planning will be data-driven and responsive to student progress.					

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 4 Curriculum Overview: Mathematics

Year 6

	Essential Learning	Learning Targets
Week 1-2	Location & Transformations	→ I understand and can explain the Cartesian plane coordinate system → I can locate and plot ordered pairs of integers (coordinates) on the Cartesian plane in all four quadrants → I can describe changes to the coordinates when a point is moved to a different position in the plane → I can recognise and use combinations of transformations to create tessellations and other geometric patterns using dynamic geometry software where appropriate
Week 1-2	Shape	→ I can compare the parallel cross-sections of objects and recognise their relationship to right prisms → I understand what a right prism is
Week 3-4	Angles	→ I can explain and demonstrate that angles around a point add up to 360° → I can explain and demonstrate that angles found within a right angle add up to 95° and are named: complementary angles → I can explain and demonstrate that angles on a straight line add up to 180° and are named: supplementary angles → I know that vertically opposite angles have the same value → I can use my knowledge of angle properties to find unknown angles without using a protractor and explain my thinking (complementary, supplementary, around a point, right & vertically opposite)
Week 3-4	Time	→ I can identify the key features of common timetables → I can use timetables and itineraries to plan activities, determining duration. → I can interpret a timetable in order to navigate everyday situations, including the use of public transport → I can calculate and compare elapsed time, using an appropriate unit → I can measure, calculate and compare the duration of events

Term 4 Curriculum Overview: Reading

Year 6

	Essential Learning	Learning Targets
Week 1-4	Comprehension	→ I can identify and describe the ways that still images, moving images and sound are used in texts to create point of view → I can analyse how text structure and language features work together to meet the purpose of a text and engage and influence an audience. → I can use a range of comprehension strategies and connect and compare ideas from a variety of sources to build literal and inferred meanings.

Term 4 Curriculum Overview: Writing

Year 6

	Essential Learning	Learning Targets
Week 1-11	Voice	→ I can create detailed texts elaborating upon key ideas for a range of purposes and audiences, choosing and selecting text structures, language features and digital resources according → I am beginning to vary sentence structure for effect → I am beginning to judiciously use language, visual and audio features to emotionally or intellectually affect the reader → I am beginning to use a range of figurative devices to effectively impact and engage the reader (e.g. well-crafted metaphor, or uses sensory imagery to build atmosphere) → I am beginning to include visual and audio resources to evoke mood or atmosphere of text → My writing speaks directly to the reader in a way that is individual, compelling, and engaging. → I can craft my writing with an awareness of and respect for my audience and writing's purpose
Week 1-11	Presentation	→ I can maintain legible and fluent handwriting for sustained periods → I can support my ideas by effectively including a range of multi-modal elements