

## Philosophers Class Topic Overview –Spring Term 2023 Year 6 –Mrs Broomfield

**Topic.**  
**History Ancient Sumer**  
**Geography Trade and economics**  
**Dates:** 04.01.23 – 10.02.23

**Partnership with parents:** - Home learning is mainly set through google classroom. Help your child access online learning. Read together, discuss texts both fiction and non-fiction, look up new words to clarify meaning. Monitor online learning and discuss online safety.

**Home Learning Opportunities/Activities**  
 Read regularly at least four times a week at home. Use Mathletics and Times Table Rock Stars to improve fluency, maths skills and understanding. Use google classroom to access home learning and submit/hand in home learning

English		Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Understand root words, prefixes and suffixes (morphology and etymology). To read aloud and to understand the meaning of new words that they meet. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To use dictionaries to check the spelling and meaning of words To use a thesaurus. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form. To develop initial ideas, drawing on reading and research where necessary To consider how authors have developed characters and settings. To evaluate and edit by assessing the effectiveness of their own and others' writing. To use the correct tense throughout a piece of writing, To Proofread for spelling and punctuation errors.	Weekly spelling list of statutory words and spelling patterns. Opportunity to read a variety of fiction and non-fiction texts in guided reading and a class book. Different genre including historical stories, this term we are reading 'Harry Potter and the Philosopher's Stone' by JK Rowling and Malincha by Thomas Taylor Discussion of texts read, to ask questions to challenge ideas. Develop handwriting through practice. Daily individual reading in class (and at home). To write stories, poems and non-chronological reports. Share and discuss their writing with their peers. Using grammar and punctuation taught so far consistently in all subjects. Proof read to recognise errors in spelling and punctuation.	To develop understanding of fractions, decimals and percentages, including mixed and improper fractions. Using factors to simplify a fraction to its lowest form. Develop the connections between multiplication and division in relation to percentages and decimals. To solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Including BODMAS (order of operations). By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly. Children will be expected to clearly show all working out and the steps taken including exchanging.	Putting maths into 'real-life' situations. Practising and extending children's knowledge of number and place value. Weekly Mathematical challenges Times tables challenges. Regular practise of the 'key' mathematics skills. Using and applying maths in other subjects. Maths day – fun with maths. Children have access to Mathletics to practice and extend their understanding. Children will also have access to Times Tables Rock Stars, to maintain instant recall of all facts. Daily multiplication practice and maths fluency. We will practice problem solving and reasoning questions and become proficient at recording and showing our working out.
Geography/History		Science	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<b><u>The Ancient Sumer</u></b> Place the Ancient Sumer civilisation in the context of world history and compare it to contemporary Britain. Learn about life in Ancient Sumer, how the people lived, what they did, how they worshipped and what they have left behind for us to discover. information. Children will learn how to reference the information they have found to compare information from different sources.	Use books and discovery education to answer questions through research. We will compare clothing, homes, religion and inventions. We will create a double page spread to publish our research results. We will produce a power point presentation to present our research to the class.	<b><u>Electricity.</u></b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording results using scientific diagrams and labels and tables	Children will explore circuits, they will apply this knowledge to create an alarm, to protect a valuable item in a box. Children will create circuits and record brightness of bulbs, buzzers and motors depending on the type, size and number of cells (batteries). Children will pose a question to explore and investigate drawing on previous learning and understanding.

<b>Trade and Economics</b> The children will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.	We will consider Salisbury and the UK as traders. We will consider how trade affects local economy. We will look at imports and exports to and from the UK. Why imports and exports are important to our economy. Children will consider what they would export and why. Children will research goods that are traded between countries and how fashion and trends influence economies.	<b>Forces</b> Children will learn about types of forces such as gravity, friction, water resistance and air resistance. Children will also learn about the use of mechanisms such as levers, gears and pulleys. The children will identify forces and find out about Isaac Newton and his discoveries about gravity, completing a comprehension about his life and his work. The children will look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity	Children will devise and complete simple experiments to explore concepts of gravity and friction. They will compare results and test their ideas by retesting and asking questions to deepen their understanding. Children will devise experiments to answer questions about gravity, friction and air resistance.
		<b>French</b>	
		<b>That's Tasty</b> Children will listen and respond to topic vocabulary. Answer questions orally using topic vocabulary. Write words and phrases from a modelled example.	Children will say what food and drink they like, take part in role play asking for items from a shop or restaurant. Children will use topic vocabulary to answer questions about food and drink.
<b>RE/PSHE</b>		<b>Music</b>	
<b>What do we want the children to learn?</b>	<b>What learning opportunities will we provide?</b>	<b>What do we want the children to learn?</b>	<b>What learning opportunities will we provide?</b>
Teachings and inspirational people.  Salvation Q.Is Christianity still a strong religion 2000 years after Jesus was on Earth?  Following the Jigsaw programme, we will explore changes, new year new challenges. We are all different and have the same rights.	Children will use these questions to begin understanding faith and the importance of teaching and why books and text are sacred. Q. Who was Muhammad? Q. What makes some books sacred, how are they used and do they matter to believers?  This term we will explore dreams and goals, thinking about how their dreams may change as they get older, remembering to respect others dreams and goals. We will explore and build on our understanding of being healthy and that we need think about our mental health	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory. To learn about composers and musicians and develop an understanding of the history of music.	Access to individual instrumental lessons (cost involved) Explore different genre of music through Charanga music program. Compose their own piece of music; consider the rhythm and beat.
<b>Art/ DT</b>		<b>Computing</b>	
Develop design skills evaluating and changing the initial idea. Discuss and share ideas to improve a design. Use various media to explore which is best for the task.	Cooking – Hot cross Buns and the significant to Lent Artist Study – Frida Kahlo self portraits DT – ceramics and pot making	Internet safety Multimedia and processing Digital media Researching, designing, making and evaluating Programing and debugging algorithms	Learn how to stay safe when online at home and at school including smart phones and gaming platforms. We will discuss and debate the responsibility of keeping themselves safe online. Children will create a digital leaflet about internet safety.

STEM: Develop skills in science, maths, engineering and maths.	Independently explore model making, problem solving through set activities. Application of skills and knowledge learnt in science and maths. Application of skills and knowledge learnt in science and maths.		Use programmes power point, word and publisher to Combine text, images and possibly other features to create either a printable document or a digital poster.
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