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| **English**  **Grammar, punctuation and spelling unit:** Year 6:   * Use of the passive * Cohesion, organisation and presentation   **Non-Fiction Focus –** Information texts, unit of work supported by ‘Goodnight Mr Tom’, by Michelle Magorian and linked to History focus – Word War Two | **Languages (French)**  Family and Friends   * Meet the family * My house * Going to the farm and describing animals | | **Science**  Light   * Understanding how light travels * Understanding how we see things | | **PSHE**  TEAM Aldermaston   * What makes a good team? * Compromising and collaborating * Dealing with hurtful behaviour |
| **Mathematics**  White Rose:   * Decimals (including Fractions, Decimals and Percentages %) * Area, Perimeter and Volume * Statistics   Taught alongside Daily ‘Flashback’ and Fluency sessions. | **STARLINGS CLASS CURRICULUM OVERVIEW**  **SPRING TERM (2) 2025** | | | | **RE**  Do we need Sacred Texts?  Do Muslims need the Qur’an?   * Do scared texts have to be true to help people understand their religion? * Does participating in worship help people feel closer to Hod or their faith community? * Other Faith: Islam |
| **Learning Hero:**  **Reflector Owl** | **Collective Worship:**  **Wisdom** | | **British Value:**  **Democracy** |
| **Computing**  Game Creator   * Designing a playing area * Balancing challenge and enjoyment * Evaluation and improvement | | **Music**  Dancing in the Street   * Listen and appraise Motown songs * Use instruments to create a class ensemble * Sing a song and perform with backing vocals | |
| **PE**  Creative Cog   * Static balance (seated) * Static balance (floorwork) * Seated volleyball * Scorpion handball   Hockey   * Invasion games * Teamwork | **Geography**  World War 2   * Which countries were involved in the war? Why were these countries involved? * Research and understand allies and enemies * Why was the invention of planes and railways so crucial during the war? | | **Art and Design**  War In Art   * Paul Nash landscapes * Dig for Victory posters * DT – Anderson shelters | | |