

Year 6 Curriculum Overview – Spring Term



<p>English</p>	<p>Where possible, our focus texts and writing opportunities will be linked to cross-curricular topics.</p> <p><u>Reading:</u> We will be reading a range of fiction and non-fiction texts this term, both as writing stimuli and to practise our reading comprehension skills.</p> <p><u>Writing:</u> <u>Fiction</u> Pupils will write a story with a distinct atmosphere, e.g. suspense, using 'show don't tell' description and a variety of sentence structures. Pupils will write a non-linear story, arranging their writing carefully and using a range of devices to signal the narrative moving backwards and forwards in time. <u>Non-Fiction</u> Pupils will write a discussion text in a specific form with a specific audience, using the subjunctive mood to establish formality and an authoritative voice. Pupils will write a biography, ensuring formality is appropriate e.g. a blog.</p> <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Use the range of punctuation taught at KS2 with increasing confidence and skill • Use modal verbs and adverbs to show how possible something is • Use direct and reported speech accurately • Use passive verbs in sentences • Begin to use semi-colons, colons and dashes within writing between clauses and a colon to introduce lists. <p><u>Spellings:</u></p> <ul style="list-style-type: none"> • Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far • Apply spelling rules taught so far mostly accurately • Begin to use prefixes and suffixes appropriately • Words with unstressed vowel sounds • Words with 'cial'/shuhl/after a vowel • Words with 'tial'/shul/ • Words beginning with 'acc' • Words with the suffix '-ably' • Words with the suffix '-ible' • Words with the suffix '-ibly' • Words ending in '-ent' and '-ence' • Words ending in '-er', '-or' and '-ar' • Challenge words 	<p><i>Maths lessons this term will cover the following objectives:</i></p> <p><u>Number - number and place value</u></p> <ul style="list-style-type: none"> *Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit *Round any whole number to a required degree of accuracy *Use negative numbers in context, and calculate intervals across 0 *Solve number and practical problems that involve all of the above <p><u>Number - addition, subtraction, multiplication & division</u></p> <ul style="list-style-type: none"> *Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate. *Use their knowledge of the order of operations to carry out calculations involving the 4 operations *Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *Solve problems involving addition, subtraction, multiplication and division *Use estimation to check answers to calculations & determine, in the context of a problem, an appropriate degree of accuracy <p><u>Number – Fractions and Decimals</u></p> <ul style="list-style-type: none"> *Multiply simple pairs of proper fractions, writing the answer in its simplest form *Divide proper fractions by whole numbers *Multiply one-digit numbers with up to 2 decimal places by whole numbers *Use written division methods in cases where the answer has up to 2 decimal places *Solve problems which require answers to be rounded to specified degrees of accuracy *Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p><u>Measure</u></p> <ul style="list-style-type: none"> *Calculate the area of parallelograms and triangles *Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] <p><u>Geometry</u></p> <ul style="list-style-type: none"> *Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius *Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles *Describe positions on the full coordinate grid (all 4 quadrants) *Draw and translate simple shapes on the coordinate plane, and reflect them in the axes <p><u>Statistics</u></p> <ul style="list-style-type: none"> *Interpret and construct pie charts and line graphs and use these to solve problems *Calculate and interpret the mean as an average <p><u>Ratio & Proportion</u></p> <ul style="list-style-type: none"> *Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts *Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison *Solve problems involving similar shapes where the scale factor is known or can be found *Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p>Mathematics</p>
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Science	<p style="text-align: center;"><u>Electricity</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - Recognise circuit symbols in a simple circuit- identify the simple circuit used in a hand torch - Recognise electric current is measured in amperes, current is a flow of charge - Associate the brightness of a lamp or volume of a buzzer with the potential difference in a circuit <p>Investigate the brightness of a bulb if the PD is increased or the number of bulbs increased in a series circuit</p> <ul style="list-style-type: none"> - Investigate how the length of wire affects the brightness of a bulb. - Potential difference is measured in volts - Resistance, measured in ohms, as the ratio of potential difference (p.d.) to current - Differences in resistance between conducting and insulating components (quantitative) - Separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects - The idea of electric field, forces acting across the space between objects not in contact. <p style="text-align: center;"><u>Evolution & Inheritance</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution - State what is meant by the term evolution - Identify work done by Charles Darwin, Alfred Wallace, Mary Anning and John Edmonstone. 	Religious Education	<p style="text-align: center;"><u>Local Church – Community</u></p> <p style="text-align: center;"><i>The Bible, the special book for the Church</i></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • A wide variety of books and the purpose for which they were written • The Bible as the story of God’s love, told by the People of God <p style="text-align: center;"><u>Eucharist – Relating</u></p> <p style="text-align: center;"><i>Eucharist enables people to live in communion</i></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • What nourishes and spoils friendship and unity • The Eucharist challenges and enables the Christian family to live and grow in communion every day <p style="text-align: center;"><u>Lent / Easter – Giving: Death and New Life</u></p> <p style="text-align: center;"><i>Celebrating Jesus’ death and resurrection</i></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Loss and death bring about change for people • The Church’s season of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life <p style="text-align: center;"><u>Other Faith – Islam</u></p>
Computing	<p style="text-align: center;"><u>Computing Systems and Networks - Communication</u></p> <p>Pupils will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.</p> <p style="text-align: center;"><u>Creating Media</u></p> <p>This unit introduces pupils to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	Design Technology	<p style="text-align: center;"><u>Design Technology: Kitchen – Vegetable Curry</u></p> <p>Pupils will build on their knowledge of cultural influences on the Great British Menu and eating seasonally. Adapting recipes to change the appearance, taste, texture and aroma. Using their previous knowledge of numeracy for measurement and irreversible change linked to science, eating well and staying healthy in PSHE.</p>

French	<p align="center"><u>Unit 2 – Home Town</u></p> <p>Pupils will focus on and describe their home town (and use compass points), places in their town, writing a tourist guide for their home town and write about their ideal town.</p>	PSHE	<p><u>Module 1 - Unit 3: Emotional Wellbeing</u> Pupils will focus on body image, peculiar feelings, emotional changes and discuss the difference between harmful and non-harmful videos online.</p> <p><u>Module 1 - Unit 4: Life Cycles</u> Pupils will focus on the development of a baby inside the mother's womb, menstruation, death and eternal life and coping with change.</p>
Geography	<p align="center"><u>Biomes</u></p> <ul style="list-style-type: none"> - Pupils will learn the term 'Biome' and why different areas on earth have different climates and features. - They will understand the terms <i>longitude</i> and <i>latitude</i> and be able to describe the climates in different areas using geographical language. - Maps and graphs will be used to compare/contrast tropical rainforests with temperate deciduous forests. - Pupils will learn about the flora and fauna found within 2 contrasting biomes and be able to explain how and why these have adapted. - They will be able to categorise and explain the importance of goods and services taken from the rainforest and understand what is meant by deforestation and its impact on the rainforest both from a physical and human point of view. - They will also learn how we can use the rainforest sustainably. 	Physical Education	<p><u>Invasion games - Hockey</u> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p align="center"><u>Dance: Carnival</u></p> <p>Pupils will experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p><u>Invasion Games – Football</u> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><u>Invasion Games – Tag Rugby</u> Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p>
Music	<p align="center"><u>Syncopation</u></p> <p>Pupils will explore the concept of syncopation during this unit exploring this through the following key themes: Pulse, rhythm, melody, listening and appraising, performing, singing and composition. These lessons will be led by Tardis Education.</p> <p>Pupils will also take part in singing lessons with Mr Richardson.</p>	Events	<p>Y6 Library Visit - Tuesday 14th January Y6 Open Zone Visit - Tuesday 28th January Mental Health Week – W.C 3rd February Number Day for NSPCC - Friday 7th February Test Weeks - W.C 10th & 17th February HALF TERM - W.C 24th – 28th February World Book Day Celebrations – Friday 7th March Book Fair – W.C 10th March Y6 Library Visit - Tuesday 11th March Parents' Meetings – Wed 2nd & Thurs 3rd April Break up for Easter Holidays - Friday 11th April EASTER HOLIDAYS – Monday 14th April – Friday 25th April</p>

Key information

Ideally the children will read at least 1 book each week this term and complete the accompanying quiz. Larger chapter/novel type books will understandably take more time to complete.

To ensure our class library has a good selection for the children to choose from, please ensure books are returned to school after they have been read.

Please encourage children to learn and revise spellings, times tables and mental arithmetic for their weekly tests.

Please check the children have everything they need for school i.e. PE kit, water bottles, and that they complete their homework on time.

PE kit – children are to wear their PE kit on their PE days (Monday and Tuesday)

Mental maths and spelling tests are every Friday and homework will be given out on a Friday to be completed by the following Friday please.