



Curriculum Overview

Year 6 Spring Term



Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none">• know the main features of the story of Christmas being able to identify which Gospel they are recorded in• be able to discuss some of the images of Jesus found in the Gospel of St. John• be able to talk about some reasons why Christmas is an important celebration in the life of the Church <p>Followers of Christ</p> <ul style="list-style-type: none">• know that Jesus called many people to follow him• be able to identify reasons why these people responded to his call• understand that following Christ sometimes demands sacrifices• be able to identify some vocations that exist in the life of the Church <p>Lent</p> <ul style="list-style-type: none">• know about the Church's customs for the Season of Lent• understand some reasons why Jesus spoke of prayer, fasting and almsgiving being important and be able to think about applying these in their own lives• be able to discuss issues concerning poverty in the world today and think about some remedies for this problem• know that the Scriptures speak of God's mercy and forgiveness• understand how the Church celebrates this in the Sacrament of Reconciliation <p>Holy Week</p> <ul style="list-style-type: none">• know the story of the passion of Jesus in some detail• be able to imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane• give reasons why Peter denied Jesus• know some words of Jesus from the cross• understand why the death of Jesus has been described as a sacrifice
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none">• In these sessions we explore appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

English

Reading:

- read a wide range of appropriate texts for enjoyment, insight and research
- show understanding of a range of texts, selects essential points, and uses inference and deduction as appropriate
- identify key features, themes and characters and select sentences, phrases and relevant information to support their views
- able to retrieve and collate information from a range of sources

Writing:

Biographies and autobiographies

- identify the features of a biography
- identify simple, compound and complex sentences
- create expanded noun phrases

Classic fiction

- identify the features of a classic author's style
- use informal language.
- revise simple, compound and complex sentences.
- use relative clauses to give clues to characters, motivation and plot

Argument and debate

- identify language features used in argument text
- use bullet points, colons and semi-colons as appropriately
- identify features of informal writing

Journalistic writing

- discuss features used in newspaper reports
- compare formal and informal report writing
- compare uses of active and passive sentences

Slam poetry

- understand the use of apostrophes in contractions.
- understand that different suffixes can change words into different types
- use powerful verbs and vivid adjectives

Poetic style

- explain why chosen poem is their favourite
- compare and contrasting poems by one author
- explore how grammar affects the style of poems

Grammar, Punctuation and Spelling:

- demonstrate appropriate use of standard English vocabulary and grammar
- know some of the differences between standard and non-standard English usage
- understand word classes and the function of words
- know the features of and can use different types of sentence
- understand the grammar of complex sentences
- be able to proof read work for errors and omissions
- use age-appropriate spelling strategies
- understand word families and roots
- use appropriate spelling terminology

<p>Mathematics</p>	<p>Decimals</p> <ul style="list-style-type: none"> • identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • 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 <p>Percentages</p> <ul style="list-style-type: none"> • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison • recall and use equivalences between simple fractions, decimals and percentages including in different contexts <p>Algebra</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables <p>Converting Units</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp • convert between miles and kilometres <p>Perimeter, Area and Volume</p> <ul style="list-style-type: none"> • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³) <p>Ratio</p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • 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
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<p>Biology</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • use keys to identify and classify living things • know how animals and plants are interdependent and adaptable • be able to construct and analyse a food chain • identify requirements for plant growth
<p>Biology</p>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • learn how fossils provide information about living things that inhabited the Earth in the past • recognise that living things produce offspring that are not identical to their parents • identify how plants and animals are adapted to suit their environment and that adaptation may lead to evolution
<p>Computing</p>	<p>Unit 4 – Blogging Lesson</p> <p>What is a Blog?</p> <ul style="list-style-type: none"> • Children understand how a blog can be used as an informative text. • Children understand the key features of a blog. <p>Planning a Blog</p> <ul style="list-style-type: none"> • Children can work collaboratively to plan a blog. <p>Writing a Blog</p> <ul style="list-style-type: none"> • Children can create a blog or blog post with a specific purpose. • Children understand that the way in which information is presented has an impact upon the audience. <p>Sharing Posts and Commenting</p> <ul style="list-style-type: none"> • Children can post comments and blog posts to an existing class blog. • Children understand the approval process that their posts go through and demonstrate an awareness of the issues • Children can assess the effectiveness and impact of a blog. • Children understand that content included in their blog carefully considers the end user. <p>Unit 5 – Text Adventures</p> <p>What Is a Text Adventure? Planning a Story Adventure</p> <ul style="list-style-type: none"> • Children can describe what a text adventure is. • Children can map out a story-based text adventure. • Children can use 2Connect to record their ideas. • Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design <p>Making a Story-based Adventure Game</p> <ul style="list-style-type: none"> • Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. • Children can split their adventure-game design into appropriate sections to facilitate creating it. <p>Introducing Map-Based Text Adventures</p> <ul style="list-style-type: none"> • Children can map out an existing text adventure.

- Children can contrast a map-based game with a sequential story-based game.
- Extension: Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game.

Coding a Map-Based Text Adventure

- Children can create their own text-based adventure based upon a map.
- Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.
- Children make logical attempts to debug their code when it does not work correctly.

Unit 6 – Networks

The World Wide Web and the Internet

- Children know the difference between the World Wide Web and the internet.
- Extension: Children can provide examples of the difference between the World Wide Web and the Internet.

Our School Network and Accessing the Internet

- Children know about their school network.
- Extension: Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN.

Research

- Children have researched and found out about Tim Berners-Lee.
- Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult

Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle)

YEAR A

Spring : Leaders

Main Focus: History- Exploring the Mayan Civilisation including leadership and the influence of religion

- describe some of the achievements of one of the earliest civilizations - The Mayan Civilisation
- make confident use of a variety of sources for independent research
- use evidence to support arguments (understanding of events, people and changes)
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

Secondary focus: Geography – placing the Mayan people in the context of modern maps

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

YEAR B

Spring : Water

Main focus: History – Exploring water sources and aspects of life in the Ancient Indus Valley

- describe some of the achievements of one of the earliest civilizations - The Indus Valley
- make confident use of a variety of sources for independent research
- use evidence to support arguments (understanding of events, people and changes)
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

Secondary focus: Geography – locate the Indus Valley on a modern map and show an understanding of the importance of water sources in settlements

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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Physical Education

Invasion Games (Hockey)

Learning Outcomes:

- To develop teamwork.
- To further develop knowledge of defending.
- To dribble a ball with control and fluency using foot or hockey stick.
- To further develop knowledge of attacking.
- To strike a ball or object towards a target or goal with power and accuracy.

Net and Wall Games

Learning Outcomes:

- To develop aerobic fitness.
- To develop overall volleyball skills: set, forearm, serve & spike.
- To develop overall badminton skills: serve and smash.
- To develop overall tennis skills: fore/backhand, service and lob.
- To play competitively and evaluate performance.

MFL

At the Cafe

	<ul style="list-style-type: none"> • In this unit the children will learn how to: • Order from a selection of foods from a French menu. • Order from a selection of drinks from a French menu. • Order a French breakfast. • Order typical French snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. <p>Clothes</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes. • Use the verb PORTER in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
PSHE	<ul style="list-style-type: none"> • can make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting health and wellbeing • responds appropriately to negative behaviours such as stereotyping and aggression and understands how these behaviours can impact on our community