



Y6 Spring Term Curriculum Overview



English

Subject skills:

- Reading books that are structured in different ways and reading for a range of purposes.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Retrieve, record and present information from fiction and non-fiction.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and correct use of tense throughout a piece of writing.

Subject knowledge:

Texts: *Film Narratives with animations: Little Freak, Titanium, Francis, Pandora, The Dreamgiver, Soar, Rock, Paper, Scissors Goodnight Mr Tom* - M Magorian.

- The key features of script writing.
- How to use effective speaking and recording techniques.
- The key persuasive features for language and layout.
- How to use persuasive devices effectively in writing.
- How to slow write.
- How to use the colon and semi-colon accurately in writing.
- The difference between subject and object; active and passive and synonym and antonym.
- The term empathy and understand how it is created in writing.
- The features of suspense writing and how to use these in writing.
- How to use a wide range of clause structures in writing.
- The key features of a news report.

- Proofread for spelling and punctuation errors.
- Choosing the correct level of formality accurately.
- Using a range of presentational devices.

Maths

Subject skills:

Number: Decimals

- Identify the value of each digit in numbers given to 3 decimal places.
- Multiply numbers by 10, 100 and 1000.
- 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 specific degrees of accuracy.

Number: Percentages

- Solve problems involving the calculation of percentages.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Algebra

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing numbers algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Measure: Converting Units

- 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.
- Convert between miles and kilometres.

Measures: Perimeter, Area and Volume

Subject knowledge:

Number: Decimals

- Know the value of each digit in numbers up to three decimal places.
- Know strategies to multiply and divide by 10, 100 and 1000.
- Know strategies to multiply decimals.
- Know strategies to solve problems that require answers to be rounded to specific degrees of accuracy.

Number: Percentages

- Know strategies to calculate percentages of amounts.
- Know equivalences between fractions, decimal percentages of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$ and fractions which have a denominator that is a multiple of 10.

Algebra

- Know how to generate and describe linear number sequences.
- Know strategies to find numbers that satisfy equations with two unknowns.
- Know strategies to ensure they have all combinations with two variables.

Measures: Converting Units

- Know strategies to solve problems involving measures.
- Know the conversions between standard units of length, mass and volume.
- Know strategies to convert between miles and kilometres.

Measures: Perimeter, Area and Volume

- Know the formulae for the area of rectangles, triangles and parallelograms.
- Know the formulae to calculate the volume of a cuboid.

Algebra: Ratio

- Know strategies to solve problems involving the relative size of two quantities.
- Know strategies to solve problems involving similar shapes.

- Recognise that shapes of 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 triangles and parallelograms.
- Calculate, estimate and compare volume of cubes and cuboids using standard units.

Algebra: Ratio

- Solve problems involving the relative size 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.

- Know strategies to solve problems involving unequal sharing and grouping.

Science

Subject skills:

Animals including humans

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Using test results to make predictions to set up further comparative and fair tests.
- With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences.
- Explore and talk about their ideas, raising different kinds of scientific questions.
- Ask their own questions about scientific phenomena
- Make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.
- Use their test results to identify when further tests and observations may be needed.
- Use test results to make predictions for further tests.

Subject knowledge:

Animals including humans

- Describe the changes as humans develop to old age.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions.
- Working scientifically project on effect of exercise on pulse/ breathing rate.

<ul style="list-style-type: none"> ● Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● Independently group, classify and describe living things and materials. ● Use and develop keys and other information records to identify, classify and describe living things and materials. ● Decide how to record data from a choice of familiar approaches. ● Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs. ● Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. ● Identify scientific evidence that has been used to support or refute ideas or arguments. 	
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Art - Cubism	
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<p>Subject skills:</p> <ul style="list-style-type: none"> ● Create accurate line drawing using pencil and fine liner. ● Show texture using line and shading techniques. ● Use two vanishing points to draw in perspective. ● Shading in pencil - half self-portrait. ● Blending colours using paint. ● Create texture by shaping and smoothing. ● Create Cubist-style self-portrait. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● The work of well-known artists: Pablo Picasso, George Braque, Sonia Delaunay, Evie Hone, Mary Swanzy. ● Tim Burton's character creation. ● Aardman animation. ● Manga. ● How to create perspective using 2 vanishing points. ● Introduction to characterisation: basic humanoid structure and modifying for different characters. ● How to create a character using clay. ● How to use acrylic paint effectively. ● Oil and soft pastel techniques.
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Computing	
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<p>Subject skills:</p> <p>Programming</p> <ul style="list-style-type: none"> ● Animate in Scratch using costume changes. ● Create a simple physics engine that will replicate gravity. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Understanding algorithms. ● Animation using programming. ● Lists and broadcasts.
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<ul style="list-style-type: none"> ● Create, add to and query a list. ● Use a list and be able to use a variable. ● Use lists to create an in-game inventory system. <p>Multimedia</p> <ul style="list-style-type: none"> ● Use layer effects to create glows, and image outlines. ● Position and size text on different layers to create image components. ● Import images from the internet (Copy/Paste). ● Use Google image search tools to find better images. ● Create layers. ● Use transparent background images. ● Create interesting text using '<i>cooltext.com</i>'. 	<ul style="list-style-type: none"> ● Digital Artwork - Creation and manipulation. <p>Digital literacy & Citizenship</p> <p>Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Their self-awareness by reflecting critically on their behaviour and its impact on others. ● Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.
<p>Design Technology – E-Textiles</p>	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes. ● Select from and use a wide range of tools and equipment to perform practical tasks. ● Make a simple circuit using conductive thread and LEDs. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● How and why electronics can be used in textiles. ● Incorporate this knowledge when designing and making a product using textile materials. ● How to evaluate their product and their own practical skills through evaluation.
<p>Food Technology - Cooking & Nutrition</p>	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Select from and use a wide range of tools and equipment to perform practical tasks. ● Select from and use a wider range of ingredients according to their functional properties. ● Evaluate their ideas and products and consider the views of others to improve their work. ● Use the grill safely. ● Make a cake using the creaming method. ● Recognise when a cake is cooked. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Use a wider range of equipment and ingredients including the grill. ● Consider the presentation of their dishes. ● Explore ingredients and how they get from farm to fork. ● Creaming and rubbing-in method. ● Portioning. ● How to form a dough. ● Presentation of food.

- Use the rubbing-in method.
- Add liquid correctly to form a dough.
- Conduct a sensory analysis of bread.

Geography - Extreme Earth

Subject skills:

- Locate places studied.
- Understand the effect that physical features can have on the environment.
- Understand how some key physical processes are responsible for the resulting landscape feature.
- Describe hazards from physical environments and ways in which we try to manage them e.g., avalanches in mountain regions.
- Use physical and political maps to describe key physical and human characteristics of regions.
- Use GIS to investigate earthquakes.
- Interpret a range of data for a volcanic eruption.
- Conduct web enquiries of Mount Etna.

Subject knowledge:

- Earth's climate and areas of extreme temperatures.
- Distribution of water across the world.
- Extreme weather conditions across the world.
- The structure of the Earth.
- The theory of plate tectonics.
- Earthquakes: what causes them and how are they measured?
- Tsunamis and how they are caused.
- What volcanoes are and how they are formed.
- The advantages and disadvantages of living in a volcanic area.

History – The Mayans

Subject skills:

- Demonstrate understanding by explaining a range of characteristic period features.
- Demonstrate understanding by explaining the significance of individuals and events from the period studied.
- Secure understanding of chronology by discussing the causes and impacts of historical events.
- Establish links between the causes and consequences of historical events and changes.
- Demonstrate understanding of the commonalities and contrasts between different historical periods studied.
- Become confident in questioning the value of different types of sources to support enquiry.
- Develop the ability to produce structured written responses based on selection and organisation of source information.

Subject knowledge:

- Where did the Maya live?
- What were the significant events in the Maya's history?
- What were Maya city-states like?
- City-state study – Tikal, Palenque or Chichen Itza.
- What did the Maya invent?
- What happened to the Maya city-states?
- Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900.

- Develop the ability to make appropriate use of dates and terminology to support written work and analysis.

Modern Foreign Languages - A l'école

Subject skills:

- Retell or discuss the ideas which have been spoken.
- Recognise familiar words and phrases from sentences/spoken passages which also contains unfamiliar language.
- Recognise who is being talked about in the sentence from the pronoun and identify some common verbs
- Write down single words from spoken French and transcribe some short phrases.
- Say phrases/sentences from memory so that others can understand.
- Ask and answer simple questions using short sentences.
- Prepare and perform a short talk or role play on a familiar subject.
- Read aloud/speak in a clear, audible voice and (if appropriate) use tone and gestures to help convey meaning.
- Adapt familiar sentences more confidently by changing a few words or combining phrases.
- Use punctuation and other visual clues to aid their understanding/reading of a text.
- Identify individual phonic sounds and attempt to repeat sounds or words.
- Decipher some new words and/or deduce meaning from texts.
- Recognize the 1st, 2nd, 3rd person singular of some familiar common verbs in the present tense.
- Recognise whether nouns are singular or plural including some irregular plurals.
- Use familiar sentence structures to write new sentences from memory.
- Use knowledge of French phonics to help spell familiar words.
- Translate simple phrases and sentences on a familiar topic.
- Use the correct article to match the gender of the noun.
- Use familiar adjectives to extend their writing and can sometimes use the correct form with a noun.

Subject knowledge:

- Recall the names of classroom items.
- Recall some simple classroom instructions.
- The names of school subjects.
- Know some basic opinions and expressions.
- How to tell the time.
- Know some expressions which describe the weather.
- Recall some Easter-themed vocabulary.

Music – Jazz Music	
<p>Subject skills:</p> <p>Listening and Responding</p> <ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● <p>Composing</p> <ul style="list-style-type: none"> ● Jazz instruments and vocal style and techniques. <p>Performance</p> <ul style="list-style-type: none"> ● Perform in a Jazz style using correct techniques ● Jazz music. ● Use voices creatively. 	<p>Subject knowledge:</p> <p>Theory</p> <ul style="list-style-type: none"> ● Origins and History of Jazz and social impact. ● How to peer and self-assess effectively. ● Read music notation.
PE	
<p>Subject skills:</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> ● Pass the ball correctly using a back pass. ● Demonstrate a tag tackle in a game situation. ● Catch a pass from a teammate on either side. ● Run with the ball in 2 hands. ● Play a small sided game abiding by the rules. <p>Basketball</p> <ul style="list-style-type: none"> ● Dribble the ball using both hands. ● Pass and receive the ball on the move. ● Shoot a goal using correct technique from a range of positions. ● Play a small sided game. <p>Dance</p> <ul style="list-style-type: none"> ● Perform a dance warm up. ● Follow a short dance performance. ● Create their own dance performance. ● Show a range of dance skills in a performance - levels, canon/unison. ● Evaluate others dance performances. 	<p>Subject knowledge:</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> ● When and how to pass the ball in tag rugby. ● Which direction you need to run to score a try. ● Rules of a small sided game and how to play. ● Work in attacking and defending situations. <p>Basketball</p> <ul style="list-style-type: none"> ● How to attack and defend in a game situation. ● How to play a small sided game abiding by the rules. <p>Dance</p> <ul style="list-style-type: none"> ● How to interpret a piece of music into a dance. ● How to evaluate others' performances. <p>Badminton</p> <ul style="list-style-type: none"> ● How to play a short game, understanding rules and how to score a point.

<p>Badminton</p> <ul style="list-style-type: none"> ● Hold the racquet correctly. ● Perform a range of practises helping to control flight of the shuttle. ● Hold a rally with a partner. ● Perform a basic serve. ● Play a short game. 	
PSHE	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Set success criteria so that I will know whether I have reached my goal. ● Identify problems in the world that concern me and talk to other people about them. ● Work with other people to make the world a better place. ● Empathise with others who are suffering, or who are living in difficult situations. ● Give praise and compliments to others, recognising their contributions and achievements. ● Measure their own heart rate before and after exercise. ● Design their own exercise regime. ● Carry out different exercises correctly. ● Recognise stress and the triggers which cause this. 	<p>Subject knowledge:</p> <p>Dreams and Goals:</p> <ul style="list-style-type: none"> ● Personal learning goals. ● Self-motivation. ● Discussing problems. ● Helping to make a difference. ● Recognising our achievements. <p>Healthy Me:</p> <ul style="list-style-type: none"> ● Taking responsibility for health and wellbeing. ● Drugs. ● Exploitation. ● Gangs. ● Emotional & mental health. ● Managing stress and pressure.
RE	
<p>Subject skills:</p> <p>Why do Hindus try to be good?</p> <ul style="list-style-type: none"> ● Identify and explain Hindu beliefs, e.g., dharma, karma, samsara, moksha, using technical terms accurately ● Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. ● Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live ● Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. ● Give evidence and examples to show how Hindus put their beliefs into practice in different ways. 	<p>Subject knowledge:</p> <p>Why do Hindus try to be good?</p> <ul style="list-style-type: none"> ● The ideas of dharma, karma, samsara and moksha are commonly held, although described in a range of ways. ● The Hindu story from the Mahabharata, the 'man in the well'. ● Hindu ideas of karma – the law of cause and effect, and how actions bring good or bad karma. ● Hindu ideas about the four aims of life. ● The four ashramas: student, householder, retired person, renouncer. ● Hindu values and how they make a difference to Hindu life. ● The work of Mahatma Gandhi.

- Make connections between Hindu beliefs studied (e.g., karma and dharma), and explain how and why they are important to Hindus.
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

What do Christians believe Jesus did to ‘save’ people?

- Explain what Christians mean when they say that Jesus’ death was a sacrifice.
- Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.
- Show Christians put their beliefs into practice in different ways
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
- Articulate their own responses to the idea of sacrifice, recognising different points of view.

- Reincarnation.

What do Christians believe Jesus did to ‘save’ people?

- Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.
- The events of Holy Week.
- Who was responsible for Jesus’ death?
- The mainstream Christian belief that Jesus’ death was a sacrifice.
- How different Christian churches celebrate communion.
- The idea of ‘Salvation’.
- Know what a martyr is.
- The commemoration of twentieth-century martyrs at Westminster Abbey.
- The idea of ‘sacrifice’.