

Year 6 Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit To solve number and practical problems To round any whole number to a required degree of accuracy To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why To perform mental calculations To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction To multiply simple pairs of proper fractions, writing the answer in its simplest form To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius To solve problems involving addition, subtraction, multiplication and division To 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 for the context To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context To identify common factors, common multiples and prime numbers. 						ASSESSMENT WEEK	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why To calculate and interpret the mean as an average To interpret and construct pie charts and line graphs and use these to solve problems To describe positions on the full coordinate grid (all four quadrants) To draw and translate simple shapes on the coordinate plane, and reflect them in the axes To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context To 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 for the context To solve problems involving addition, subtraction, multiplication and division To use simple formulae To express missing number problems algebraically To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. 						ASSESSMENT WEEK	
	HALF TERM														
ENGLISH	<p><u>Friend or Foe by Michael Morpurgo</u></p> <ul style="list-style-type: none"> To identify and discuss themes and conventions in and across a wide range of writing To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 			<p><u>Cross-curricular writing with History based on the Maayan civilization.</u></p> <p>Possible Writing Outcome:</p> <ul style="list-style-type: none"> Agony Aunt letters Dialogue/satirical writing The day in the life of a Maayan. 			<p><u>Floodland by Marcus Sedgwick</u></p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To predict what might happen from details stated and implied. To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 								

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	<ul style="list-style-type: none"> To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p><u>Possible writing outcomes</u></p> <ul style="list-style-type: none"> Narrative short-story writing Informal Letter Poetry Balanced Argument First-person reflective writing. 	<ul style="list-style-type: none"> Non-Chronological report on Pok-ta-pok. Cross-curricular with P.E and art. 								<p><u>Possible writing outcomes</u></p> <ul style="list-style-type: none"> Recount Diary entry Alternative ending Persuasive Leaflet Short narrative. 	
SCIENCE	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Star scientist: Charles Darwin – Theory of Evolution Rosalind Franklin – discovered the structure of DNA</p>										<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals including humans. <p>Star scientist: Jamie Oliver – healthy eating Joe Wicks – The Body Coach</p>
HISTORY										<p><u>Why should we remember the Maya?</u></p> <ul style="list-style-type: none"> To learn about Maayan society through investigating artefacts To understand and describe the importance that the Maayans placed on appearance and clothing To explore Maayan philosophy and religion and their attitude towards their gods and sacrifices To describe some of the daily rituals of the Maayan civilization To study Maayan inventions and how they are still relevant today To explain why the ancient Maya civilization died out and explore the lives of the Maayans today. 	
GEOGRAPHY	<p><u>Are we damaging our world?</u></p> <ul style="list-style-type: none"> To understand the threats to the health of our planet and some possible solutions To understand what minerals are and question if they can be used sustainably To understand the different types of energy available and their advantages and disadvantages To understand the importance of protecting the oceans To carry out an enquiry into sustainability To be able to explain how a particular environmental issue has been caused and suggest some possible solutions. 										
ART	<p><u>The Mayans (Ancient People)</u></p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media Develop ideas using different or mixed media, using a sketchbook Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours <p><u>Artist</u> Juan Sisay</p>										<p><u>Floodland</u></p> <ul style="list-style-type: none"> Develop ideas using different or mixed media, jot ideas in a sketchbook Choose appropriate paint, paper and tools to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources, inc. those researched independently Develop skills in using a variety of printing and stamping techniques Use technical knowledge to improve their mastery of skills Use appropriately chosen processes in order to create successful and finished work independently Provide a reasoned evaluation of their own and others work – work in sketchbooks Explain the context and intention behind the work.

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		<p>Artists Katshushika Hokusai</p>
DT	<p>The Mayans (Masks and Headdresses)</p> <ul style="list-style-type: none"> • Draw up a specification for their design- link with other subjects • Plan the order of their work, choosing appropriate materials, tools and techniques • Confidently select appropriate tools, materials, components and techniques and use them • Use tools safely and accurately • Aim to make and to achieve a quality product • Design and annotate a mask and headdress based on research, annotate and designs in sketchbooks • Evaluate their work both during and at the end of the assignment • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved. <p>Designers: Philip Treacy (Irish Milliner)</p>	
COMPUTING	<p>COMPUTING STRANDS: Computer Science, Information Technology & Digital Literacy Unit 6.4 Blogging - Program; 2Blog</p> <ul style="list-style-type: none"> • To identify the purpose of writing a blog. To identify the features of successful blog writing • To plan the theme and content for a blog • To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog • To understand the importance of regularly updating the content of a blog • To understand how to contribute to an existing blog • To understand how and why blog posts are approved by the teacher • To understand the importance of commenting on blogs • To peer-assess blogs against the agreed success criteria. 	<p>COMPUTING STRANDS: Computer Science & Information Technology Unit 6.45 Text Adventures - Program; 2Connect, 2Create a Story, 2Code</p> <ul style="list-style-type: none"> • To find out what a text-based adventure game is and to explore an example made in 2Create a Story • To use 2Connect to plan a 'Choose your own Adventure'-type story • To plan a story adventure • To introduce an alternative model for a text adventure which has a less sequential narrative • To make a story-based adventure • To use written plans to code a map-based adventure in 2Code • To code a map-based text adventure • To explore how 2Code can be used to make a text-based adventure game.
PE	<p>Tag Rugby</p> <ul style="list-style-type: none"> • To support a player with the ball. • To perform a set play off a free pass. • To suggest ways to improve the set play. • To communicate and devise tactics for attacking. • To change speed and direction to create try scoring opportunities. • To recognise the difference between attacking and defensive tactics. • To communicate effectively when transitioning from attack to defence. • To observe and analyse peers, offering suggestions to improve an individual or team's performance. 	<p>Hockey</p> <ul style="list-style-type: none"> • To play the role of both the defender and the attacker • To shoot from close range • To score points against opposition • To perform a long corner routine as part of a team • To suggest ways to improve success of long corner routines • To identify players that need to be marked • To use speed and agility to stay with opponent • To consistently mark in appropriate position • To channel opposition players away from the middle of the pitch • To apply channelling skills into a game • To use self-pass to restart after foul / ball has gone out of play • To apply the self-pass rules attempting to position yourself appropriately

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		<ul style="list-style-type: none"> To work cooperatively to implement attacking and defending strategies.
MUSIC	<p>Unit: Songs of World War 2</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music) Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary Identifying the way that features of a song can complement one another to create a coherent overall effect Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture Recording own composition using appropriate forms of notation and/or technology and incorporating Constructively critique their own and others' work, using musical vocabulary. <p>Performing</p> <ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group Performing a solo or taking a leadership role within a performance Performing with accuracy and fluency from graphic and staff notation and from their own notation Performing by following a conductor's cues and directions. 	<p>Unit: Film Music</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Discussing musical eras in content, identifying how they have influenced 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SRE/ PSHE	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> To understand the need to keep personal information and passwords private, and know how to choose a secure password To understand appropriate and inappropriate use of the Internet including excessive use To recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use To understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others. <p><u>Children’s Mental Health Week</u></p> <ul style="list-style-type: none"> To explain what mental health is and talk about ways people can help their mind be healthy. To know what positively and negatively affects their physical, mental and emotional health. To recognise that they may experience conflicting emotions and when they might need to listen or to overcome these. 	RSHE	<ul style="list-style-type: none"> To know key facts about puberty and the changing adolescent body including personal hygiene, physical and emotional changes To understand what makes a positive, healthy relationship. They can discuss different types of adult relationships with confidence. They know what forms of touching are appropriate and inappropriate To can describe some of the decisions that have to be made before having a baby. Children know some basic facts about conception and pregnancy To judge what kind of physical contact is acceptable/unacceptable and how to respond. <p><u>Cross-curricular links with English – Floodland</u></p> <ul style="list-style-type: none"> To know how to maintain a healthy relationship To confidently negotiate and compromise strategies to resolve disputes and conflict. <p><u>Cross-curricular links with Science – Animals including Humans</u></p> <ul style="list-style-type: none"> To list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. E.g., The dangers and effects of alcohol and smoking To know that caffeine is a legal drug and must be managed sensibly.
FRENCH	<p><u>Quel Temps Fait-il? (The Weather)</u></p> <ul style="list-style-type: none"> To repeat and recognise the vocabulary for weather in French To ask what the weather is like today To say what the weather is like today To create a French weather map To describe the weather in different regions of France using a weather map with symbols. 	À L'École (At School)	<ul style="list-style-type: none"> To repeat and recognise the vocabulary for school subjects To say what subjects they like and dislike at school To say why they like/ dislike certain school subject To tell the time (on the hour) in French To say what time they study certain subjects at school.
JS	<p>Parasha</p> <ul style="list-style-type: none"> Bo: To understand what freedom is from the story of the Exodus Beshalach: To explain how Hashem is a source of good and what that means Yitro: To know the Jewish concept of respecting our parents and how important this is Mishpatim: To developing an understanding of what the Oral Torah is Terumah: To know why we should show respect for a Beit Knesset Tetzaveh: To understand what it means to follow instructions for reward. <p>Topic</p> <ul style="list-style-type: none"> To know who Moses Montefiore was To understand the impact of Theodore Herzl To understand the impact of Theodore Herzl To understand the role Britain played in securing a Jewish State To know the impact of Chaim Weitzmann To know what the Balfour declaration is To know Ben Yehuda wrote Ivrit. <p>Skills</p> <ul style="list-style-type: none"> To know how to read each final letter of Rashi script To be able to read three syllable words or more in syllables To be able to explain the steps in understand Rashi’s commentary. 	Parasha	<ul style="list-style-type: none"> Vayakhel: To understand what impact the women had when the Mishkan was being built. <p>Topic</p> <ul style="list-style-type: none"> To understand the impact of WW2 on the need for Israel. <p>Skills</p> <ul style="list-style-type: none"> To know how to identify what is bothering Rashi when reading his commentary. <p>Chagim: Purim</p> <ul style="list-style-type: none"> To know that the Shabbat before Purim is called Shabbat Zachor and why Parashat Zachor is said on the Shabbat before Purim To know that Hashem’s name is not mentioned in the Megillah and understand the reason why (Nes nistar) – link to dressing up To understand the concept of Hashgachah Pratit (Hashem’s providence) within the context of the Purim story linked to modern day events To understands on an advanced level that Purim is a chag that was ordained by the Rabbis (it is not written in the Torah) To know that Hallel is not said on Purim because the miracle of Purim took place outside Eretz Yisrael. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> To know that the Shabbat before Pesach is called Shabbat Hagadol and why To know specific topics and songs from the Haggadah and know some of their sources, including, the full Kiddush, Adir hu, Chad gadya

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Chagim: Tu B'Shvat

- To understand the source for Tu B'Shvat from the Mishnah in Rosh Hashanah – link to this the importance of trees
- To develop an understanding of how trees are like mankind.

- To know that there are different customs in respect of kitniyot between Ashkenazim and Sephardim
- To know that one stops saying Mashiv Ha'ruach on the first day of Pesach at Mussaf and why
- To know some of the differences between the laws of Shabbat and the laws of Yom Tov
- To know that the first Mitzvah given to Bnei Yisrael was the fixing of the months according to the cycle of the moon
- To know that the firstborn sons fast (or have a siyum) on Erev Pesach and why
- To know the names and significance of the 4 special Shabbatot before Pesach
- To know the four expressions of redemption and their sources in the Torah
- To know and understands the concept of 'freedom' within the context of the Pesach story
- To know the difference between Matzah and Matzah Shmurah
- To understand that the theme of the Seder (Haggadah) is based on the contrast between slavery and freedom and give examples of this
- To know more detailed information about Shir Hashirim: Who wrote it and its general theme
- To know what each of the Shalosh Regalim have in common i.e., Hallel, Amidah, Issur Melachah, Aliyah L'regel.