

Year 6 Spring Term Curriculum Overview 2024

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
|--------------------|--|--------|--------|--------|--------|--------|--|------------------|--|--------|---------|---------|---------|---------|-----------------|---------|
| MATHEMATICS | On-going application of mental, communication, problem solving and reasoning skills. | | | | | | Assessment Week | HALF TERM | On-going application of mental, communication, problem solving and reasoning skills. | | | | | | Assessment Week | |
| | <ul style="list-style-type: none"> • To add or multiply with ratios • To use ratio language • To introduce the ratio symbol • To understand ratio and fractions • To learn scale drawing • To use scale factors • To identify ratio problems • To identify proportion problems • To discuss recipes in relation to ratio • To use 1-step function machines using algebra • To use 2-step function machines using algebra • To form expressions • To use substitution • To work out formulae • To form equations • To solve 1-step equations • To solve 2-step equations • To find pairs of values • To solve problems with two unknowns | | | | | | | | <ul style="list-style-type: none"> • To understand place value within 1 • To understand place value – integers and decimals • To round decimals • To add and subtract decimals • To multiply by 10,100 and 1,000 • To divide by 10,100 and 1,000 • To multiply decimals by integers • To divide decimals by integers • To multiply and divide decimals in context • To understand decimals and fraction equivalents • To know fractions as division • To understand percentages • To learn fractions to percentages • To know equivalent fractions, decimals and percentages • To order fractions, decimals and percentages • To identify percentage of an amount – one step • To identify percentage of an amount – multi step • To identify percentages – missing values • To identify shapes with the same area • To understand area and perimeter • To know area of a triangle by counting squares • To know area of a right angle • To identify area of any triangle • To identify area of a parallelogram • To understand volume by counting cubes • To understand volume of a cuboid • To understand line graphs and dual bar charts • To read and interpret pie charts • To understand pie charts with percentages • To draw pie charts • To work out the mean. | | | | | | | |
| ENGLISH | <u>Friend or Foe by Michael Morpurgo</u> | | | | | | <u>Floodland by Marcus Sedgwick</u> | | | | | | | | | |
| | <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. | | | | | | <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. | | | | | | | | | |
| SCIENCE | <u>Evolution and Inheritance</u> | | | | | | <u>Animals including Humans</u> | | | | | | | | | |
| | <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. | | | | | | <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 scientists: Jamie Oliver, Joe Wicks</p> | | | | | | | | | |

Year 6 Spring Term Curriculum Overview 2024

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| PE | <p><u>Volleyball</u></p> <ul style="list-style-type: none"> To use the fast catch volley to create space and place the ball. To develop set shot and understand when to use it. To develop the dig and understand when to use it. To select and apply skills to keep a continuous rally going. To develop the underarm serve and learn the rules of serving. To apply rules, skills and principles to play in a tournament. | Striking Games | <ul style="list-style-type: none"> To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. To understand and apply tactics in a game. |
| MUSIC | <p>Unit: Songs of World War 2</p> <p>Ongoing focus: Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.</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 <p>Performing by following a conductor's cues and directions.</p> | Unit: Film Music | <p>Ongoing Focus: Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.</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. |

Year 6 Spring Term Curriculum Overview 2024

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| SRE/ PSHE | <p>Internet Safety</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>Children’s Mental Health Week 5th – 11th February 2024 – ‘My Voice Matters’</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. | <p>RSHE</p> <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 – Drugs/Alcohol Education</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. They learn about the mixed messages in the media about drugs including alcohol and smoking/vaping. To learn about organisations who support people with addiction issues. To understand that pressure to behave in an unacceptable/ risky way can come from sources including the media where images can be manipulated, and content can be targeted. <p><u>Neurodiversity Week</u></p> <ul style="list-style-type: none"> JAMI talk To explain both the range and intensity of their feelings. They recognise that they may experience conflicting emotions and find ways to overcome them. To sensitively respond to other people’s feelings. They are aware of a range of neurodiversities. To recognise and respect that we don’t all learn the same way and that differences in the way our brains are wired means that they may find some things easy that others find challenging. <p>British Values – Mutual Respect and Tolerance</p> |
| | <p>FRENCH</p> <p>Manger et Bouger (Healthy Lifestyle)</p> <ul style="list-style-type: none"> To name and recognise ten foods and drinks that are considered good for your health To name and recognise ten foods and drinks that are considered bad for your health To say what activities they do to keep in shape during the week To say in general what they do to keep a healthy life-style To learn to make a healthy recipe in French. | <p>Les Vikings (The Vikings)</p> <ul style="list-style-type: none"> To name in French the key periods in ancient Britain, in chronological order To describe themselves physically by pretending to be a member of a fictitious Viking family To use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement To use two irregular high frequency verbs ‘être’ (to be) and ‘avoir’ (to have) more fluently To describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular To recognise and start to understand commonly used reflexive verbs and pronouns. |
| <p>JS</p> <p>Parasha</p> <ul style="list-style-type: none"> Shemot: To understand why Moshe was chosen to lead Israel out of Mitzrayim Va’era: To know and understand why Hashem hardened Pharaoh’s heart 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 understand how Hashem expects Jews to treat each other Terumah: To know why we should show respect for a Beit Knesset <p>Topic</p> <ul style="list-style-type: none"> To know who Moses Montefiore was | <p>Parasha</p> <ul style="list-style-type: none"> Tetzaveh: To understand what it means to follow instructions for reward. Ki Tisa: To understand why we keep away from bad influences Vayakhel/Pekudei: To know and understand the work done for the Mishkan. Vayikra: To know and understand that daily task of removing the ashes from the burnt תְּרוּמַת הַדֶּשֶׁן, קִרְבָּנוֹת, was crucial to the עֲבוֹדָה <p>Topic</p> <ul style="list-style-type: none"> To understand the impact of WW2 on the need for Israel. <p>Skills</p> | |

Year 6 Spring Term Curriculum Overview 2024

- To understand the impact of Theodore Herzl
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- 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.

Skills

- 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.

Chagim: Tu BiShvat

- To understand the source for Tu Bishvat 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 how to identify what is bothering Rashi when reading his commentary.

Chagim: Purim

- 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 understand 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.

Chagim: Pesach

- 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
- 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 understand 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.