



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
Literacy	<p>Reading:</p> <ul style="list-style-type: none">• 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

	<ul style="list-style-type: none"> • 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 <p>Spoken Language</p> <ul style="list-style-type: none"> • show the ability to adapt speech to the required purpose: developing ideas thoughtfully, describing events, maintaining interest and sharing opinions reflectively • listen carefully, making appropriate contributions and asking questions that are responsive to others' ideas and points of view <p>Writing</p> <p>All writing genres can be applied at any time during the year regardless of the main teaching focus for each term. SPRING TERM-</p> <ul style="list-style-type: none"> • persuasive writing, debating, balanced arguments, points of view • narrative writing using description, empathy • newspaper reports • factual non-chronological report writing • poetry • instructional writing <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • 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 • use punctuation marks accurately – including question marks, exclamation marks, commas, inverted commas, apostrophes, colons, semi-colons and parenthesis
<p>Mathematics</p>	<ul style="list-style-type: none"> • place value to 10,000+ including decimals and negative numbers • properties of number, square numbers • addition (vertical methods) • subtraction (vertical methods) • mental calculation strategies x and / • column multiplication and long division using chunking • equivalent fractions, decimals up to 3dp and simple percentages • finding missing angles, drawing angles and calculating angles in polygons • ratio and proportion • reflection, rotation and translation • measures (area, perimeter and problem solving)

	<ul style="list-style-type: none"> • shape and space (investigating 2D shape) • data handling (interpreting and analysing conversion graphs) • problem solving using money
Science	<p>Throughout the year pupils should be taught to use the following practical skills through the teaching of the programme of study content-</p> <ul style="list-style-type: none"> • can plan different types of scientific enquiry • can control variables, take measurements and record data • can use results to make further predictions • identify scientific evidence to support or refute ideas • report and present findings from investigations <p>Chemistry</p> <ul style="list-style-type: none"> • identify properties of solids liquids and gases • can identify a solution and whether a material is soluble or not • can separate solutions and mixtures using different methods • understand evaporation and condensation • know the difference between reversible and irreversible changes <p>Biology</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
Computing	<ul style="list-style-type: none"> • identify the skills of a project manager and market researcher • recognising and using skills of each team member • creating a survey to collect information • analysing results of the survey • using focus groups and interviews • analysing interview information
Creative Curriculum	<p>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.</p> <p>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).</p> <p>Spring 1: Water</p> <p>Main focus :Geography -- exploring main water ways of the world and the need to preserve this precious resource</p> <ul style="list-style-type: none"> • suggest questions for investigating • use primary and secondary sources of evidence in their investigations • investigate places with more emphasis on the larger scale; contrasting and distant places • collect and record evidence unaided • analyse evidence and draw conclusions e.g. from field work/ data on land use/ comparing land use/temperature, • look at patterns and explain reasons behind it • confidently identify significant places and environments using OS maps and atlas skills
Physical Education	<p>Invasion Games</p> <ul style="list-style-type: none"> • use different techniques for passing, controlling, dribbling and shooting the ball in games

	<ul style="list-style-type: none"> • apply basic principles of team play to keep possession of the ball • use marking, tackling and/or interception to improve their defence • play effectively as part of a team • know what position they are playing in and how to contribute when attacking and defending • plan practices and warm ups to get ready for playing safely • recognise their own and others' strengths and weaknesses in games • suggest ideas that will improve performance <p>Gymnastics</p> <ul style="list-style-type: none"> • make up longer, more complex sequences, including changes of direction, level and speed • develop their own solutions to a task by choosing and applying a range of compositional principles • combine and perform gymnastic actions, shapes and balances • show clarity, fluency, accuracy and consistency in their movements • in small groups, prepare a sequence to be performed to an audience • understand the importance of warming up and cooling down • say, in simple terms, why activity is good for their health, fitness and wellbeing • show an awareness of factors influencing the quality of a performance and suggest aspects that need improving
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