



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 and 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
- 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

Spoken Language

- 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

Writing

All writing genres can be applied at any time during the year regardless of the main teaching focus for each term. SPRING TERM-

- Biographies and autobiographies. Plan their writing by:

Identifying the features of a biography.

Identifying simple, compound and complex sentences.

Creating expanded noun phrases.

- Slam poetry. Plan their writing by:

Understand the use of apostrophes in contractions.

Understand that different suffixes can change words into different types.

Use powerful verbs and vivid adjectives.

- Classic fiction. Plan their writing by:

Identifying the features of a classic author's style.

Using informal language.

Revising simple, compound and complex sentences.

Using relative clauses to give clues to characters, motivation and plot.

- Poetic style. Plan their writing by:

Explaining why chosen poem is their favourite.

Comparing and contrasting poems by one author.

Exploring 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

	<ul style="list-style-type: none"> • 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 • All standard 5 punctuation correctly used
Mathematics	<p>Number and place value</p> <ul style="list-style-type: none"> • use negative numbers in context, and calculate intervals across zero <p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <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>Measurement</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places <p>Statistics</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems <p>Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1

	<ul style="list-style-type: none"> • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • 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
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	<p>We are project managers and researchers</p> <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> <hr/> <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

	<ul style="list-style-type: none"> • 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>Net/Wall (including tennis)</p> <ul style="list-style-type: none"> • use forehand, backhand and overhead shots increasingly well in the games they play • use the volley in tennis • understand the need for tactics • play collaboratively with a partner • apply rules consistently and fairly • identify appropriate exercises and activities for warming up • recognise how games makes their bodies work <p>Invasion Games</p> <ul style="list-style-type: none"> • pass, dribble and shoot with control • use tactics to help a team keep the ball and take it towards the opposition's goal • mark opponents and help each other in defence • pick things that could be improved in performances and suggest ideas and practices to make them better <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