Curriculum Overview for Year 6: Spring Term

English

Writing

'Dracula' Graphic Novel by Bram Stoker

Skills:
Noting and developing initial ideas, drawing on reading and research where necessary.
Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Precising longer passages
Using a wider range of devices to build cohesion within and across paragraphs
Using further organisational devices to structure text and to guide the reader
Assessing the effectiveness of their own and other's writing.
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Use a thesaurus
Using expanded noun phrases, modal verbs and adverbs.
Using hyphens to avoid ambiguity
Using colons, semi-colons and dashes to mark boundaries between independent clauses
Using a colon to introduce a list

Knowledge:

Reports – key landmarks in Whitby and London that are outlined in the story
Recount/Diary/Letter – Jonathan Harker's recount of his time in the Count's castle
Magazines/Persuasion - Visit South and Central America holiday brochure (Geography link**).**
Biography – exploring the work of Bram Stoker
Stories from British Literary Heritage – Dracula by Bram Stoker
Newspaper- Exploring the mysterious shipwreck in Whitby
Extending narrative (Write a brief synopsis of a text, write a brief review tailored for real audiences, write an extended story worked on over time on a theme identified in reading).

Reading

Extract from White Fang by Jack London
The Charge of the Light Brigade by Alfred Tennyson
The Story of the Windrush by K. N. Chimbiri

Skills:
Learn a wide range of poetry by heart, prepare poems and plays to read aloud and perform
Understand what is read by reading and discussing a range of texts
Ask questions to improve understanding of texts
Participate in discussions about books
Discuss how authors use language, including figurative language, to affect the reader
Identify how language, structure and presentation contribute to meaning
Retrieve, record and present information from non-fiction
Distinguish between statements of fact and opinion
Understand root words, prefixes and suffixes and understand the meaning of new words
Understand the meaning of new words
Summarise ideas drawn from more than one paragraphs, identifying key details
Infer about a character's feelings using evidence from the text
Predict future events from details stated and implied
Discuss understanding including meaning of words in context
Participate in formal presentations and debates about reading
Identify and discuss themes and conventions across a wide range of writing
Provide reasoned justifications for views
Knowledge
Read and discuss a wider range of fiction
Reading books that are structured in different ways
Increasing familiarity with a wide range of books including *fiction from our literary heritage*
Understanding of language (especially vocabulary)

Religious Education

Beliefs and Questions
Islam & Hinduism

Subject Endpoints
Skills
Explore and respond thoughtfully to Muslim and Hindu beliefs
Describe the impact of religious teaching on the life of a believer
Express their own ideas about religious issues and questions
Discuss and debate the reasons why different people have different ideas about religious questions
Share own beliefs and ideas about religious questions

Knowledge
Understand creation stories from Islam and Hinduism
Understand the concept of karma
Understand the concept of Judgement day
Know the Muslims and Hindus believe in consequences for their actions in life
Understand the principle of Ahimsa
Understand the principle of Zakat
Know how own Muslims and Hindus take responsibility for the world

Design & Technology

Global Food

Subject Endpoints
Skills
Select from and use a range of tools and equipment. Understand and apply the principles of a healthy and varied diet.
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Cook rice
Demonstrate a range of food skills and techniques.
Demonstrate a range of basic and advanced food skills and cooking techniques

Knowledge
Know where in the world ingredients come from.
Explain that diets around the world are based on similar food groups.
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Maths

Number: Decimals

Knowledge
Recap of rounding
Understanding the place value of decimals
How to multiply decimlas
How to solve problems with decimals

Skills
Identify the value of each digit in numbers up to 3 decimal places
Multiply and divide numbers by 10, 100 and 1000
Multiply one-digit numbers up to two decimal places by whole numbers
Solve problems which require answers to be rounded
Recall equivalent fractions, decimals and percentages in different contexts.

Number: Percentages

Knowledge:
Know equivalences and solve problems
Skills:
Recall and use equivalences between simple fractions, decimals and percentages
Solve problems involving calculating percentages

Algebra

Knowledge:
Understanding formula and describing sequences
Skills:
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.

Spring 1: Week 6 – Consolidation Week

Measures: Converting units of measure

Knowledge
Understanding how to solve problems involving conversion
Know how to convert standard units of measure
Skills
Solve problems involving the calculation and conversion of units of measure
Use, read, write and convert standard units of measure e.g. length, mass, volume and time.
Convert miles to kilometres

Perimeter, Area and Volume

Knowledge
Understand how to find perimeter, area and volume
Skills
Recognise that shapes with the same areas can have different perimeters
Recognise where it is possible to use a formulae for area and volume of shapes
Calculate the area of parallelograms and triangles

Number: Ratio and Proportion

Knowledge
Understand scale factor and solve problems involving unequal sharing.
Skills
Solve problems involving relative sizes of two quantities
Solve problems involving scale factor
Solve problems involving unequal sharing

Geometry: Position and Direction

Knowledge
Understand all 4 quadrants of a coordinates and move shapes accordingly.
Skills
Describe the position on the full coordinates grid (all 4 quadrants)
Draw and translate simple shapes
Reflect shapes in the axes

Science

Animals including Humans

Subject Endpoints
Skills (Working Scientifically)
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar graphs and line graphs.
Draw conclusions based in their data and observations
Use their scientific knowledge and understanding to explain their findings.
Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas .

Knowledge
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies may function
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

Music

A New Year Carol by Benjamin Britten

Knowledge

Continue to identify musical styles through learning about their style indicators and the instruments played
Find the pulse confidently and innately, of the music listened to and understand what that means

Use accurate musical language confidently and with understanding to describe and talk about music
Listen to other ideas about music, respect those ideas and feelings
Continue to realise/ understand/explain/give examples and show how pulse, rhythm, tempo, timbre, texture, structure and pitch fit together

Subject Endpoints
Skills
Find the pulse together whilst listening to the song/s.
Encourage listening with increasing concentration and with a deeper focus
Continue to learn to recognise style indicators
Continue to learn to recognise and revisit different instruments
Use correct musical language even more consistently during discussion and when describing feelings
Discuss confidently other dimensions of music and how they fit into the music listened to

Geography

Central and South America

To *locate the countries, mountain ranges, capitals, rivers and oceans of Central America and South America.*

Skills
Locate key Ancient Mayan cities on a map
Identify the key physical and human characteristics of the Mayan landscape
Identify the 8 compass points and explain/identify points on a map

Knowledge
Explain what natural resources the Mayans used
Explain why the Mayans chose to settle where they did
Describe how the Mayans used the land and how the land is now used today
Describe the Mayan settlements
Explain the type of biome that the Mayans lived in and compare to our own.

History

Magnificent Maya
A non-European society that provides contrasts with British history , the study of the Maya civilization c. AD 900.

Subject Endpoints
Skills
Place key events, people and changes during the Mayan civilisation.
Develop the appropriate use of historical terms.
Sympathise with the ideas, beliefs, attitudes and experiences of the Mayan civilisation.
Communicate my knowledge and understanding in a variety of ways.
Make connections and draw contrasts.

Knowledge
Can answer questions about the Mayans using information gathered
Understand the cultural diversities of the Mayan civilisation
Describe and make links between events during the Mayan period
Know the knowledge from the past about the Mayans can be constructed from a range of sources
Note connections, contrasts and trends over time.
Recall, select and organise information. Interpret features of periods and societies in the past
Understand the social, cultural, religious and ethnic diversities of the past

PE

Play competitive Games: Netball

Subject Endpoints

Skills
Improve ball handling skills and become more confident holding and moving with the ball.
Continue to improve and expand a range of passing techniques.
Communicate with teammates in order to achieve a common goal.
Use running, jumping, throwing and catching in isolation and in combination.

Knowledge
Build on and consolidate the application

Indoor Athletics
Subject Endpoints
Skills
Improve the height achieved from a vertical jump with a standing start position.
Improve in a range of physical activities focused on improving agility, control and balance.
Collaborate and compete with others in pursuit of personal bests.
Develop agility, balance and co-ordination skills.
Knowledge
Compare performances with previous ones and demonstrate improvement to achieve their personal best.

Athletic Activities (Gymnastics).
Subject Endpoints
Skills
Improve the height achieved from a vertical jump with a standing start position.
Improve in a range of physical activities focused on improving agility, control and balance.
Collaborate and compete with others in pursuit of personal bests.
Develop agility, balance and co-ordination skills

Knowledge
Compare performances with previous ones and demonstrate improvement to achieve their personal best.

Computing

Computer Science – Programming - Raising Robots
Subject Endpoints:
Skills
In this unit, children will learn about robotics and coding using Lego Education Spike Kits. They will identify some of the SPIKE Prime hardware and control it using software coding blocks. They will build and program a Lego earthquake simulator then program hardware - a motor - that controls the robot vehicle accurately. The children will create a program that makes decisions using variables (colour sensor value) and Boolean expressions. Through experimentation, they will be able to identify and remove errors – debugging.
Knowledge
Children as a team, will be able to plan and write an effective program to solve a real-life problem. They will use a range of hardware and word blocks to solve real-life problems and experiment with using a wide range of word blocks, evaluating the effectiveness and efficiency of the program.

Information Technology - Understanding and using Data – Spreadsheets
Subject Endpoints
Skills
In this unit, the children will create a spreadsheet to answer a mathematical question relating to probability. They will use and create formulae and use a spreadsheet to solve a problem. The children will use a spreadsheet to model a real-life situation and come up with solutions.
Knowledge
Children will use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.

Digital Literacy
Health, well-being and life style
Knowledge
To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
To recognise and discuss the pressures that technology can place on someone and how / when we could manage this.
To assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

Privacy and Security
Knowledge
To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
To describe how and why people should keep their software and apps up to date, e.g. auto updates.
To describe what to do if a password is lost or stolen.

Foreign Languages

French

Le week-end
&
Les planètes

Subject Endpoints
Skills
Listen to longer text and more authentic foreign material, learn to 'gist listen' even when hearing language that has not been taught or covered, learn to recall previously learnt language and incorporate in with new language, engage in short conversation on familiar topics, respond with opinions and justifications, tackle unknown language with increased accuracy, write a piece of text using language from a variety of units, incorporate conjugated verbs and learn to be comfortable using connective/conjunctions, adjectives and possessive adjectives, consolidate our understanding of gender and nouns use of negative, adjectival agreement and possessive adjectives

Knowledge
Describe what activities I do at the weekend with a time and an opinion

Describe the planets in terms of their size, colour and position

PSHRE

Dreams and Goals
Subject Endpoints
Skills
Stay motivated when doing something challenging
Work well with a partner or group
Help others to achieve goals
Have a positive attitude

Knowledge
Know learning strengths
Work out learning steps needed to reach my goal
Know how to make the world a better place
Describe some ways to work with other people

Healthy ME
Subject Endpoints
Skills
Make healthy choices
Be physically active
Try to keep themselves and others safe
Take responsibility for own health
Recognise triggers that can cause stress

Knowledge
Know how to eat a healthy balanced diet
Know how to be a good friend
Know how to keep calm when dealing with a difficult situation
Know different types of drugs and their uses and their effects on the body
Know why people are exploited and join gangs
Understand what it means to be emotionally well