Alice Ingham RC Primary School

Year 6 – Curriculum Overview - Spring Term

	Spring: Half Term 1		Half Term	Spring: Half Term 2	
Religion	Local Church – Local Church	Eucharist: Unity		Eucharist: Unity (con't)	Lent/Easter: Death & New Life
English	Poetry - Performance			Poetry – Familiar People/Places	
	Fiction	**Non fiction**		**Fiction**	**Non-Fiction**
	Model Text The Gas Mask by Pie Corbett **Genre** Finding Tale **Toolkit** Action **Writing outcome (innovation)** The XX (new object/artefact) **Independent Outcome** The XX	**Model Text** Should children have been evacuated during WWII? **Genre** Discussion **Toolkit** Discussion **Writing outcome (innovation)** Is it important to remember the wars? **Independent Outcome** Free choice discussion based on WWII topic (or Pandemic if appropriate)		*Shorter unit to generate short writes* **Text** Opening the Fridge (KS2 GDS Frankie) AND Break-in (Y6 Writing Models) **Genre** Short narrative **Toolkits** • Characterisation • Suspense (build atmosphere) **Writing outcome (innovation)** Normal situation with suspense OR viewpoint retelling **Independent Writing** Short narrative – free choice	*Shorter unit to generate short writes* **Model Text** Explanation texts relevant and interesting to class **Genre** Explanation **Toolkit** Explanation (form/tone appropriate to purpose & audience) **Independent Writing Outcomes** Cohesive explanation text about something that each child knows about
	Cross curricular writing **Instructions**			**Cross curricular writing** **Discussion**	

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Maths	Decimals	Percentages	Algebra		Measure – Imperial & Metric Units	Measure – Perimeter, Area and Volume	Ratio and Proportion
	• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places. • Read and write decimal numbers as fractions (for example, $0{\cdot}71=\frac{71}{100}$) • Associate a fraction with division and calculate decimal fraction equivalents (for example, 0·375) for a simple fraction (for example, $\frac{3}{8}$). • Use written division methods in cases where the answer has up to two decimal places. • Multiply one-digit numbers with up to two decimal places by whole numbers. • Solve problems which require answers to be rounded to specified degrees of accuracy • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. • Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4}\times\frac{1}{2}=\frac{1}{8}$). • Compare and order fractions, including fractions > 1. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Use simple formulae • Generate and describe linear number sequences.				• Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Convert between miles and kilometres. • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes. • Calculate the area of parallelograms and triangles • Estimate volume (for example, using 1cm³ blocks to build cuboids (including cubes)) and capacity (for example, using water). • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (for example, mm³ and km³). • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		

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	• Express missing number problems algebraically. • Enumerate possibilities of combinations of two variables • Find pairs of numbers that satisfy an equation with two unknowns		
Science	Classifying Organisms		Evolution and Inheritance
	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics		• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

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Geography	Our Local Area Children will be taught to: • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
History			A Local History Study An in depth study linked to the Industrial Revolution and the Development of the Co-Operative Movement in Rochdale.

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Art	Famous Fashions Children will be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great designers in history		
Design Technology			Electrical Systems: Steady Hand Games Pupils should be taught to: • Understand how key events and individuals in design and technology have helped shape the world • Investigate and analyse a range of existing products • Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. • Generate, develop and communicate their ideas through discussion and annotated sketches • Evaluate their ideas and products against design criteria and consider the views of others to improve their work • Understand and use electrical systems in their products • Model ideas through prototypes • Select from and use a wide range of tools and equipment to perform practical tasks

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Computing	iOffice (including iSafety)		iCreate
	Pupils will combine leaning how to stay safe while on a digital device with learning how to operate Office 365 programs. Our E-Safety module covers Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media. All of these topics are covered alongside learning how to use the basic functions within word and spreadsheet processors. • Pupils know that networks are made of WANs and LANs • Pupils can define what cyber bullying is • Pupils can explain the consequences of spending too much time online • Pupils know why certain online games have age restrictions • Pupils can explain ways to maintain a good digital reputation • Pupils understand why they should not open emails on someone else's device • Pupils can name different websites and social medias and match the minimum age required to use • Pupils can define and create a brochure without the use of a template • Pupils can give examples of when a negative digital reputation can effect real life • Pupils can give examples of what WANs or LANs would be used for		During the first half of iStop Motion, pupils will learn about stop motion animation and create a short stop motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'. Pupils will finish by combining their animation and post-production skills together to create a final piece with sound, video effects, chroma key and animated 2D titles. • Pupils can name 4 different types of animation • Pupils understand that green screens are used to change the background • Pupils know why titles and credits are used • Pupils know why small changes are used between pictures in stop motion animation • Pupils know why sound effects are used in animation • Pupils name what FPS stands for • Pupils know what the role of a foley artist is in film • Pupils can explain why collarboartion is needed on large scale prodctions • Pupils can explain how 2D and 3D computer generated animations are made • Pupils understand the difference between a green screen and chroma key

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Music	African Drumming		Song Writing with Glockenspiels
	Our African drumming courses are designed to introduce our children to the music of a different culture. The lessons teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. As they progress through Key Stage 2, the children will focus on developing their timekeeping through playing different rhythms and polyrhythms as a group and as a solo performer. They will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence. • Pupils can play and demonstrate a Bass, Tone and Slap hit • Pupils can play basic rhythms to a steady pulse • Pupils can copy and repeat complex rhythms while following a conductor • Pupils can combine different hits to improvise a solo • Pupils can lead and perform in small groups • Pupils know the difference between Ghanaian and Malian culture and their own • Pupils can compose and lead their own rhythms in small groups • Pupils can create simple polyrhythms • Pupils can improvise complex solos using the 3 main djembe hits • Pupils can play while using various dynamics, complex rhythmic patterns, while leading the class		Year 6 pupils will take a look at the music industry and what happened when a song has been written. Pupils will be given a brief at the beginning of the course to write single for their new EP. Pupils will be taught what an EP is, be asked to create a band name, name their song, think of a theme for their EP and song and learn about press releases. Alongside the creating their brand pupils will learn about key points of the music industry. • Pupils will know what a target market is. • Pupils can match their lyric's syllables to a melody. • Pupils can explain the difference between an EP and an Album. • Pupils can explain the role of a producer. • Pupils can explain what artist image entails. • Pupils can create their own album artwork. • Pupils understand what a record label is. • Pupils understand the difference between physical and digital distribution. • Pupils can write a press release. • Pupils can perform work in front of the class.

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PE	Skip to the Beat	Groovy Gymnastics		Brilliant Ball Skills	Gym Fit Circus
	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics •			Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best •	

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MFL (Spanish)	Days of the Week, Months, Seasons and Fruit		Food and Drink
	Pupils will be able to identify the days of the week, months, seasons and names of fruit using songs and games to reinforce their learning. Pupils will be able to hold basic conversations involving words, phrases and themes covered in this unit, as well as building in previously learnt vocabulary including practising giving preferences. Pupils will be introduced to how sentences are arranged and be encouraged to use basic phrases and answer simple questions. • Pupils can say the seasons of the year. • Pupils can say some of the days of the week. • Pupils can say some of the months of the year. • Pupils can say some of the fruit covered in the unit. • Pupils can say at least half of the multiples of ten up to 100. • Pupils can say most, if not all, of the months of the year. • Pupils can ask and answer the question "When is your birthday?" with some accuracy. • Pupils can say all of the days of the week. • Pupils can say most, if not all of the multiples of ten up to 100. • Pupils can say all of the fruit covered in the unit.		Pupils will be able to give basic opinions on food and drink, gaining confidence in giving opinions that they have been introduced to in previous units. Pupils will be introduced to new food words, as well as more ways of giving their opinion. Pupils will practise reading, writing and speaking, roleplaying and transactional conversations with new vocabulary. Pupils will give more in depth opinions on different food and drink vocabulary and practise using what they've learnt in a role-play situation. • Pupils can say the phrases "I love", "I like", "I don't like" and "I hate". • Pupils can say a small amount of the foods learnt in this unit. • Pupils can say most of the drinks covered in this unit. • Pupils can say some of the letters of the alphabet in the foreign language. • Pupils can say the phrase "I would like" accurately. • Pupils can accurately ask the questions introduced in the unit. • Pupils can say most of the letters of the alphabet in the foreign language. • Pupils can say at least half of the food introduced in this unit. • Pupils can accurately say all of the fruit introduced in the previous unit. • Pupils can recreate some new phonics and consistently use them accurately in their speech.