

Year 6 Curriculum - Spring Term 2019

We shall be following the Revised National Curriculum and will link work to other areas of the curriculum wherever possible. There will be an on-going emphasis on presentation skills and the use of cursive script.

ENGLISH

We will be continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and textbooks. We will be focusing on the key skills of identifying how language, structure and presentation contribute to meaning, discussing and evaluating how authors use language (including figurative language), considering the impact on the reader, distinguish between statements of fact and opinion, and retrieve, record and present information from non-fiction texts.

We would ask you to support your child to read outside of their usual preferences and encourage them to discuss what they have read, giving you a clear focused summary. Your child will also be expected to comment on the author's choice of language and the effect it has on the reader. Even if your child is a confident, fluent reader, it is important they still occasionally read aloud to adults.

During our GPS lessons this term we will be focusing on the spelling of the year 6 curriculum word list as well as year 5 and 6 high frequency words, in particular the soft -c spellings and homophones. We will also be covering the use of hyphens and dashes, the uses of colons in a list, modal verbs and the subjunctive mood.

Children will have the opportunity to embed the skills above, write for a purpose and draft, edit and redraft their compositions, with a particular focus on writing formal arguments.

MATHS

Not all children will cover everything outlined below as work will be tailored to their individual needs, ensuring that they have mastered skills from previous year group objectives before moving on.

The following Year Six National Curriculum objectives will be covered:

Roman Numerals:

Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Ratio and Proportion:

- 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 the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measures:

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- 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.
- Convert between miles and kilometers.
- 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.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3 .

Algebra:

- 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 .

IPC – ‘Earth Rocks’

Children will develop their understanding of physical geography and learn about the structure of Earth, how the movements of tectonic plates have created the continents and how volcanoes are formed and why they erupt. They will also classify and identify the different formations of rock: sedimentary, igneous and metamorphic. This topic will be supported by a visitor from the Geology Section of the Northamptonshire Natural History Society.

IPC – Ancient Civilisations: The Mayans

Children will develop their understanding of a non-European society that provides contrasts with British history. Using a range of secondary, resources they will learn about the Mayan society, in particular: the buildings and artefacts they left behind, how they worshipped their gods, how they communicated and their number system, concluding with how and why the empire declined. WE are currently in the process of arranging a trip to the museum of archaeology and anthropology in Cambridge to support the children’s learning.

SCIENCE: Spring Term One: ‘Living Things In Their Habitat’

(Objectives taken directly from the National Curriculum 2014)

During this unit we will:

- 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
- find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

SCIENCE: Spring Term One: ‘Animals including humans’

(Objectives taken directly from the National Curriculum 2014)

During this unit we will:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

COMPUTING

Throughout the term we will continue to use technology safely, respectfully and responsibly across the entire curriculum.

We will be writing procedures within Logo to accomplish specific goals. These instructions (algorithms) will be ‘debugged’ if the output is not the desired outcome. This knowledge will be transferred and used in digital devices. Green Screen technology will be used to publish our recordings of the programmed digital devices.

RE

“What would Jesus do?”

The children will study Gospel texts including parables and teachings of Jesus. They will discuss meanings behind the texts studied and compare their ideas with the ways in which Christians interpret biblical texts, showing awareness and understanding of different interpretations.

Salvation: “What difference does the resurrection make for Christians?”

The children will be encouraged to suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. They will explore connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.

PSHE

In our first term we will be looking at our **Dreams and Goals**. This will involve setting challenging but realistic personal goals, having a positive attitude and understanding how to motivate themselves to achieve this in manageable steps. We will also discuss ways in which we will work together to help others achieve their goals. We will look at different charity work and how they support communities and people around the world.

In our second half term we will focus on **‘Healthy Me’**. We will discuss healthy food choices and the importance of eating a balanced diet and being physically active. The children will understand the effects on their body that food, drugs and alcohol has, what it means to be emotionally well and knowing how to keep calm and deal with difficult situations.

PE AND GAMES

Indoor PE for the Spring Term is badminton and gymnastics.

The ‘Kicking Up A Racket’ scheme of work from England Badminton is used to introduce the children to badminton in a fun and innovative way. In gymnastics, the children use a range of apparatus exploring movement themes and creating sequences around flight and symmetry.

In Netball, the children will further develop their range of passing techniques with improved control and co-ordination. They will understand the importance of the footwork rule and finding space away from opponents. These will be applied in small group situations and to a ‘High 5’ game.

In Tag Rugby, children will learn and develop the basics of passing and receiving and how to beat opponents using footwork and deception, both individually and in uneven sided situations. These will be taught through fun activities and small-sided invasion games.

FRENCH

This term we will aim to re-enforce days, months, seasons, numbers, feelings and the alphabet through games, songs and in their own individual French books. When appropriate, lessons will be linked to English and French festivals.

MUSIC

Following on from our work on 'Stomp' we will be composing our own rhythmic compositions. We will be writing raps in groups and performing them with a basic instrumental accompaniment with inspiration from the 'Earth Rocks' IPC class topic.

After half term we will be Samba drumming as a class and looking at tribal communication through drumming.

On-going participation at ‘Munch Club’ throughout the term will include singing and instrumental solos.

Any items you have at home to support or enrich our work would be welcome. Also, please feel free to talk to us about any way you think you could support us in the curriculum. We look forward to an exciting and fun term.