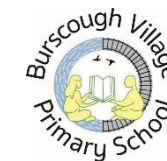




Burscough Village Primary School
Year 6
Spring Curriculum Overview



	Spring 1	Spring 2
Maths	<ul style="list-style-type: none"> ▪ Negative numbers & Sequences ▪ Coordinates ▪ Translation & reflection ▪ Mean ▪ Fractions ▪ Mental & written division & multiplication 	<ul style="list-style-type: none"> ▪ Roman Numerals ▪ Order of Calculations ▪ Scale Factor ▪ Time & Timetables ▪ Graphs ▪ Nth Term
English	<p><u>Older Literature</u></p> <ul style="list-style-type: none"> ▪ Read and enjoy Macbeth. ▪ Develop use of vocabulary and language to influence the reader. ▪ Infer characters feelings and thoughts through specific choice of language. ▪ Recognise key themes in the text. <p><u>Explanation</u></p> <ul style="list-style-type: none"> ▪ Understand the conventions of writing explanation texts. ▪ Use active and passive voice in text. ▪ Build cohesion across and within paragraphs. ▪ Manipulate sentences to create an effect. 	<p><u>Short Stories/Flashbacks</u></p> <ul style="list-style-type: none"> ▪ Explore a range of short stories. ▪ Investigate how you change your story from an ordinary chronological story. ▪ Make comparisons within and across texts. ▪ Use semi-colons within writing. <p><u>Persuasion (A Formal Review)</u></p> <ul style="list-style-type: none"> ▪ Write a formal review of a theatre performance. ▪ Explain the effect on the reader of the author's choice of language. ▪ Use skimming, scanning & close reading across a text to locate specific detail. ▪ Use techniques linked to tone and style to engage the reader.
Science	<p><u>Electricity</u></p> <ul style="list-style-type: none"> ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ▪ Compare and give reasons for variations in how components function, ▪ Use recognised symbols when representing a simple circuit in a diagram. 	
PSHE	<p><u>Living in the wider world - How can the media influence people?</u></p> <ul style="list-style-type: none"> ▪ Identify benefits and risks of mobile devices broadcasting the location of the user and of giving personal information and device access to different software. ▪ Identify secure sites by looking for privacy seals and review the meaning of digital footprint and how and why people use it to create a digital presence. ▪ Begin to understand how information online can persist and give away details of those who share or modify it. ▪ How the media and being online can affect a person's wellbeing. ▪ Understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images ▪ How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. ▪ How to make decisions and respond to the content they view online or in the media and know if it is appropriate for their age range. ▪ Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. 	
History		
Geography	<p><u>I'm a Pupil Get Me Out of Here – Fieldwork Skills</u></p> <ul style="list-style-type: none"> ▪ Know how to use Digimap & Google Earth to locate information. ▪ Know what most of the ordnance survey symbols stand for. ▪ Know how to use six-figure grid references. ▪ Be familiar with topographical maps and know about contours. 	

RE	<p><u>Islam</u> <i>What is Hajj and why is it important to Muslims?</i></p> <ul style="list-style-type: none"> ▪ Analyse the Five Pillars of Islam and how they are linked. ▪ Explain how the beliefs and values of Islam might guide a person through life. ▪ Explain the importance of the Ummah for Muslims. ▪ Describe and explain the importance of Hajj and how a person might change. ▪ Explain why it is important for a Muslim to go on hajj. 	<p><u>Christianity (Jesus)</u> <i>Why do Christians believe Good Friday is 'good'?</i></p> <ul style="list-style-type: none"> ▪ Retell the events leading up to and including the death of Jesus. ▪ Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life. ▪ Explain how and why Christians celebrate the events of Holy Week. ▪ Explain different Christian beliefs about the Eucharist.
PE	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ▪ Perform a part weight bearing balance & create a linked sequence. ▪ Perform balancing, travelling, jumping and rolling using apparatus. ▪ Create a linked sequence of movements using apparatus. ▪ Evaluate success. <p><u>Badminton</u></p> <ul style="list-style-type: none"> ▪ Hold a racket correctly. ▪ Hit a forehand and backhand shot after the ball has bounced and into an area. ▪ Keep a rally going, defend an area and outwit my opponent using tactics. ▪ Suggest ways I can improve my shots. ▪ Recognise when others are playing well and identify why with help. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ▪ Explore the idea of maps, compass directions & ordnance survey grid ref. ▪ Lists of instructions, choice of interpretation, & linking actions and dynamics to numbers in grid references. <p><u>Orienteering</u></p> <ul style="list-style-type: none"> ▪ Know that a map is a bird's eye view plan of the ground. ▪ To know how to keep the map "set or "orientated" when they move. ▪ To know some of the symbols on an orienteering map. ▪ To run safely with a map around a simple orienteering course. ▪ To know the 8 points of a compass. ▪ Navigate, plan & record visit control markers on a score event course.
Art		<p><u>Surface & Colour Activism</u></p> <ul style="list-style-type: none"> ▪ Appreciate that art represents things that are important to individual artists. ▪ Create visuals and text which communicate their message. ▪ Use line, shape, colour & typography in their artwork and to voice messages. ▪ To combine different techniques such as print, collage and drawing. ▪ To reflect about their own artwork and artwork made by their classmates.
Computing	<p><u>Blogging</u></p> <ul style="list-style-type: none"> ▪ To plan for theme and content for a blog. ▪ What will changing the visual properties of a blog have on the audience? <p><u>Binary</u></p> <ul style="list-style-type: none"> ▪ How are whole numbers used to represent all types of data in digital systems? ▪ To represent whole numbers in binary. 	
DT	<p><u>Electrical Systems (Majority covered in Science Electricity Unit)</u></p> <ul style="list-style-type: none"> ▪ Program computers to monitor changes in the environment & control products. 	
Music	<p><u>Gaining Confidence Through Performance</u></p> <ul style="list-style-type: none"> ▪ Learn the Foundational Elements of Music with confidence through performing. ▪ Performance are about getting better, mastering or overcoming challenges. ▪ Listen and respond to a range of genres of music. ▪ Songs – La Bamba & Disco fever. 	<p><u>Exploring Notation Further</u></p> <ul style="list-style-type: none"> ▪ History of music and how it has developed in cultures. ▪ Explore different genres and musical instruments use of notation. ▪ Explore a range of notations, time signatures and key signatures. ▪ Songs – Let's Rock, Simple Gifts & Friendship Should Never End.
Spanish	<p><u>In the Restaurant</u></p> <ul style="list-style-type: none"> ▪ Express opinions by ordering food. ▪ Numbers 1-100. ▪ Follow the instructions of a recipe and understand the main points of a text. ▪ Grammar focus – the adjective agreement rules in plural after masculine and feminine nouns. 	