

Year 6 Spring NC Overview 2022-23

Pole to Pole - Exploring the Americas and Trade (past and present)	
Literacy	<p>Fiction - "Goodnight Mr Tom" (continued) "Holes" - North American novel "The Railway Children" - classic novel</p> <p>Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning <p>Writing - spelling use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words

		<p>Writing - composition plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Writing - vocabulary, grammar and punctuation develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses punctuating bullet points consistently <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>The Americas Trade around the world</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian (revision) and time zones (including day and night)</p> <p>Locate the main countries in North and South America. Locate and name principal cities. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p>Listening - American music genres - rap, reggae, latin, samba, jazz, spirituals</p>	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. improvise and compose music for a range of purposes using the inter-related dimensions of music

Mathematics	<p>Fractions (continued) - including the four operations Converting units Ratio Algebra Decimals, fractions and percentages Area, perimeter and volume Statistics</p>	<p>Fractions</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 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers <p>Converting measures</p> <ul style="list-style-type: none"> • 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 kilometres <p>Ratio</p> <ul style="list-style-type: none"> • 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 [for example, of measures, and 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. <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>Fractions decimals and percentages</p> <ul style="list-style-type: none"> • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction • 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 • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>Area, perimeter and volume</p> <ul style="list-style-type: none"> • 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 cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. <p>Statistics</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average.□
Science	<p>Living things and their habitats - classification, vertebrates and invertebrates</p> <p>Variation, adaptations and evolution</p>	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences • give reasons for classifying plants and animals based on specific characteristics.

Computing	<p>iNetwork</p> <p>iProgram</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>
RE (Blackburn Diocese Syllabus)	<p>Why is the Exodus such a significant event in Jewish and Christian history?</p> <p>Why do Christians celebrate the Eucharist?</p> <p>Easter - who is Jesus?</p>	<p>the Exodus is a significant event in Jewish and Christian history. the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. Christianity is rooted in Judaism and Jesus celebrated the Passover. for Jews, the event of the Exodus and Passover are at the very heart of their beliefs.</p> <p>links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover. there is important symbolism associated with the Eucharist that explains Christian belief. Christians celebrate the Eucharist and why it is important.</p> <p>Jesus is given a variety of names to describe his character and purpose. there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation. Christians believe Jesus was/is the Messiah and what that means.</p>
PE	<p>Games skills - badminton</p> <p>Gymnastics - group counterbalances</p>	<p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PSHE	<p>Keeping myself safe</p> <p>Rights and responsibilities</p>	<p>Relationships education <u>Online relationships</u></p> <ol style="list-style-type: none"> 1. That people sometimes behave differently online, including by pretending to be someone they are not. 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. How information and data is shared and used online. <p><u>Caring friendships</u></p> <ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Families and people who care for me

1. That families are important for children growing up because they can give love, security and stability.

Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

4. The importance of self-respect and how this links to their own happiness.

5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Physical Health and Mental wellbeing (Health Education) Mental Wellbeing

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

		<p>Physical Health and Mental wellbeing (Health Education) Internet safety and harms</p> <ol style="list-style-type: none"> 1. That for most people the internet is an integral part of life and has many benefits. 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. Why social media, some computer games and online gaming, for example, are age restricted. 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. Where and how to report concerns and get support with issues online. <p>Physical Health and Mental wellbeing (Health Education) Healthy eating</p> <ol style="list-style-type: none"> 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Physical Health and Mental wellbeing (Health Education) Drugs, alcohol and tobacco</p> <ol style="list-style-type: none"> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
French	Sports and Family	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.