



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

'That they shall have life, life in all its fullness!' John 10:10
'Achieving great things through learning and growing together in a love-filled Christian family'

Year 6 - Spring 1 Curriculum Overview

English	Maths	Science
<p>Detective/Crime Fiction</p> <p>Focus Text - 'The London Eye Mystery'</p> <p>Key Learning:</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ● Analyse the conventions of different types of writing, e.g. detective fiction: red herring, motive, alibi, alias, the reveal. ● Use a reading journal to record ongoing reflections and responses 	<p>Key Learning:</p> <p>Four Operations:</p> <ul style="list-style-type: none"> ● Factors ● Common factors ● Common multiples ● Primes to 100 ● Squares and cubes ● Order of operations ● Mental calculation and estimation ● Reasoning from known facts <p>Fractions:</p> <ul style="list-style-type: none"> ● Simplify fractions ● Fractions on a number line ● Compare and order (denominator) ● Compare and order (numerator) ● Add and subtract fractions 	<p>Key Learning:</p> <ul style="list-style-type: none"> ● 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. <p>Lessons</p> <ul style="list-style-type: none"> ● Composition of blood. ● How is oxygen moved around the body?

to personal reading.

- Explore texts in groups and deepen comprehension through discussion.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Infer characters feelings, thoughts and motives from their actions, justify inferences with evidence e.g. Point + Evidence + Explanation.
- Predict what might happen from information stated and implied. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point +Evidence +Explanation.
- Recognise themes within and across texts e.g. hope, peace, fortune, survival.

Writing:

- Manipulate sentences to create particular effects.

- Multiply fractions by integers
- Multiply fractions by fractions
- Divide fractions by integers
- Find fractions of an amount

Position and Direction:

- The first quadrant
- Four quadrants
- Translations
- Reflections

- How is blood filtered?
- What does a blood transfusion involve?
- How is diabetes managed?
- What is the role of bacteria?

- Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.
- Identify the subject and object of a sentence.
- Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.
- Select the appropriate structure, vocabulary and grammar.
- Draw on similar writing models, reading and research.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth,

<p>"It's not fair!"</p>		
<p>History</p>	<p>Art and Design</p>	<p>Religious Education (RE)</p>
<p>A study of aspects in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> ● Why do we have different representations of Henry VIII and why are some more popular than others? ● Why do Elizabeth I portraits mysteriously start showing her looking younger towards the end of her reign? ● Why is it so difficult to work out what Victorian factory conditions were really like? ● Why do we need to be careful when using paintings to find out what Victorian life was like? 	<p>Key Learning:</p> <ul style="list-style-type: none"> ● To select and develop ideas, from direct observation. ● To develop unique state prints using press-print reduction blocks and coloured tissue. ● To develop unique state prints using press-print reduction blocks and coloured tissue. ● To compare ideas and adapt their work according to their views. ● To adapt work according to views and describe how they might develop further. ● To reflect on and record the development of ideas. ● To investigate the batik process. ● To use the batik process and to 	<p>Key Learning:</p> <ul style="list-style-type: none"> ● To know that the Exodus is a significant event in Jewish and Christian history. ● To know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. ● To know that Christianity is rooted in Judaism and Jesus celebrated the Passover. ● To know that the events of the Exodus and Passover are very important to Jewish people. ● To know that Christians remember the Passover and the Last Supper during the Eucharist.

<ul style="list-style-type: none"> • Were evacuees as happy as they were shown in photographs? • Did people believe all of the propaganda during the Blitz? 	<p>produce an image in the style of artist Chinwe Chukwuogo -Roy.</p>	
<p>Physical Education (PE)</p>	<p>Personal, Social & Health Education (PSHE)</p>	<p>Computing/The Arts/Music</p>
<p>Creative Games</p> <p>Key Learning:</p> <ul style="list-style-type: none"> - To dribble a ball. - To pass and receive a pass using a variety of skills. - To select and apply appropriate tactics when playing different invasion games. - To create a rugby type game and select and apply tactics to outwit an opponent. - To work as a team to solve a 	<p>Living the wider world - How can the media influence people?</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • That not everything should be shared online or social media and that there are rules about this, including the distribution of images • That mixed messages in the media exist 	<ul style="list-style-type: none"> • Music - Singing Singing Singing Lite • The Arts - Drama Drama Drama Lite • Computing - iWorkshops iAnimate iOffice

<p>tactical problem through designing a unique invasion game.</p> <ul style="list-style-type: none"> - To adapt an invasion game to include positions and attacking/defending options. - To apply simple attacking and defending tactics when playing an invasion type game. <p>Key Learning:</p> <ul style="list-style-type: none"> - To perform shapes and balances with a partner. - To demonstrate counter balance and counter tension paired balances using apparatus. - To demonstrate a group counter balance. - To create a gymnastic sequence with counter balances and counter tension in a group. - To create a gymnastic sequence with counter balances and counter tension with a partner. - To demonstrate paired and group counter balances in unison. - To create a sequence of 	<p>(including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <ul style="list-style-type: none"> • How text and images can be manipulated or invented; strategies to recognise this • To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • To recognise unsafe or suspicious content online and what to do about it • 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 about the content they view online or in the media and know if it is appropriate for their age range • How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have 	
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<p>gymnastic actions, paired and group balances.</p> <ul style="list-style-type: none"> - To create a sequence of gymnastic actions, paired and group balances. 	<ul style="list-style-type: none"> • To discuss and debate what influences people's decisions, taking into consideration different viewpoints 	
French	Reminders & Homework	
<p>All about our bodies - describing shapes, art and body parts.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • To name and describe shapes and body parts • To learn prepositions • To revise classroom language and number to 31 • To write and say short sentences 	<p>Homework in Year 6 will consist of reading at least three times per week at home and learning spellings. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to.</p> <p>Reading books will be changed on a Wednesday, but please note that the children can request to change their book if they have finished the one they currently have. Spellings will continue to be given out on a Monday (displayed on dojo). These can be revised at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc.</p> <p>If for any reason the children haven't had enough time to read or learn their spellings, I will give them the opportunity to do this during Friday's golden time. This will ensure they have the opportunity to read and learn spellings with an adult.</p>	

I will also use the golden time session to work on any gaps in learning with the children that I have identified throughout the week. Please don't see this as a consequence, but an opportunity where I can support children in a small group setting.

Our PE days for this half term will be on a Tuesday and a Wednesday.
All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not to be worn in school.