St Francis RC Primary School Curriculum Overview and Detail Spring Term Year 6

Curriculum	Spring 1	Spring 2
Creative Learning Project	Frozen Kingdom/ Inuit Art	ID
Focus	Geography/Art/ DT 10 weeks	Science 3 weeks
Trip/Visitor/Hook	Giant Icebergs	Meet John Doe
Writing Focus Focus English	**Core Text: Macbeth by William Shakespeare** **Shakespeare Stories by Leon Garfield 3 weeks** Unit Written Outcomes: ♣Persuasive text in role as Lady Macbeth ♣Spell poem ♣Balanced argument – who was responsible for Duncan's death? **Possible Application:** ♣ Recount of any trip, experience or visitor ♣Description of first meeting with witches ♣ Information text on crime and punishment ♣Know that different text types need different sentence structures and techniques. ♣Know that different text types need different word and language choices. ♣Know that different text types need different levels of formality. ♣Know the purpose of the writing and the effect on the reader. ♣Develop a tool kit or success criteria for the writing, taking into account: structure, organisation including presentational devices techniques	**Core Text: Wonder by R.J. Palacio** **Reading Focus** **Unit Written Outcomes:** ♣ Responses to reading ♣ Recount of school tour ♣ Eye-witness account **Possible Application:** ♣ Recount of any trip, experience or visitor ♣ Diary entry ♣ Information text on evolution and inheritance ♣Know that different text types need different sentence structures and techniques. ♣Know that different text types need different word and language choices. ♣Know that different text types need different levels of formality. ♣Know the purpose of the writing and the effect on the reader. ♣Develop a tool kit or success criteria for the writing, taking into account: structure organisation including presentational devices techniques language choices technical/specific word choices

	language choices technical/specific word choices point of view ♣Develop a tool kit or success criteria for the writing, taking into account: plot structure character development techniques language choices point of view	point of view ♣Develop a tool kit or success criteria for the writing, taking into account: plot structure character development techniques language choices point of view
Cross curricular Maths Cornerstones	**Measurement (temperature), negative numbers** ♣Use negative numbers in context, and calculate intervals across zero.	**Ratio and percentages, data and statistics** ♣Solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360°) and the use of percentages for comparison. ♣Calculate and interpret the mean as an average
Science Cornerstones and discrete	**Living things and their habitats** ♣Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution ♣Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. ♣Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	**Classification, families and inheritance** ♣Give reasons for classifying plants and animals based on specific characteristics. ♣Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ♣Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ♣Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ♣Report and present 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.
Working Scientifically across Year 5 and 6 During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of		

study content:
♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
 ♣ using test results to make predictions to set up further comparative and fair tests
♣ 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

IT	Online Safety	Coding
History Cornerstones	**Emigration and exploration in the early 1900s** ♣Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	**Social reformers** ♣Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Geography Cornerstones	**Features of the polar regions** ♣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 and time zones (including day and night). ♣Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. ♣Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ♣Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ♣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 UK 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. ♣Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Locational Knowledge ongoing in Year 5 and 6

♣locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

♣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

♣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 and time zones (including day and night)

Art and Design Cornerstones	**Photography, painting, block printing** ♣Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). ♣Create sketch books to record their observations and use them to review and revisit ideas.	**Portraiture and figurines** ♣Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
DT Cornerstones	**Building an igloo** ♣Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.	**Using tools, design, fashion and clothing** ♣Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. ♣Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
Music Cornerstones Charanga	**Soundscapes** ♣Improvise and compose music for a range of purposes using the interrelated dimensions of music.	**Appraising, listening to voices** ♣Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ♣Listen with attention to detail and recall sounds with increasing aural memory.
PHSCE Cornerstones	**Care of the environment** ♣Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences ♣Talk and write about their opinions and explain their views, on issues that affect themselves and society.	**Identity, personal views and opinions, my place, recognising strengths** ♣Research, discuss and debate topical issues, problems and events. ♣Feel positive about themselves.

		♣ Recognise the role of voluntary, community and pressure groups. ♣Explore how the media present information. ♣Recognise and challenge stereotypes. ♣Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
Maths Focus Maths	♣Place value ♣Geometry ♣Measurement ♣Fractions ♣Multiplication & Division	♣Addition, subtraction, multiplication and division ♣Ratio and proportion ♣Geometry ♣Measurement ♣Statistics (line graphs and pie charts) ♣Consolidate and assess
English: Reading Class novel Focus English	**Core Text: Macbeth by William Shakespeare** **Shakespeare Stories by Leon Garfield** **3 Week unit** ♣Know that there is a range of narrative genres Know that these are structured in different ways. ♣Discuss and explain how and why they have different structures. ♣Explain how the structure guides the reader to find specific information. ♣Explain why they enjoyed a book or poem and who might also enjoy it. ♣Evaluate the usefulness of a non-fiction book to research questions raised. ♣Know that texts have different layers of meaning. – between the lines and beyond the lines. ♣Find the different layers of meaning in a text. ♣Explain how they contribute to the reader's understanding of the overall meaning, characters, themes	**Reading Focus:** Core text Wonder Benjamin Zephaniah poetry – Body Talk ♣Know that there is a range of narrative genres Know that these are structured in different ways. ♣Discuss and explain how and why they have different structures. E♣xplain how the structure guides the reader to find specific information. ♣Explain why they enjoyed a book or poem and who might also enjoy it. ♣Evaluate the usefulness of a non-fiction book to research questions raised. ♣Know that texts have different layers of meaning – between the lines and beyond the lines. ♣Find the different layers of meaning in a text. ♣Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. ♣Make predictions from evidence found and implied information. ♣Summarise the main ideas drawn from a text.

	♣Make predictions from evidence found and implied information. ♣Summarise the main ideas drawn from a text. ♣Know that the context in which it was written can affect a text. ♣Explain how the context of a text ♣Identify themes in books which have different cultural, social or historical contexts. ♣Identify key information from a text. ♣Summarise key information in sentences. ♣Find and summarise key information from different parts of the text. ♣Find identified key information in longer and more complex text. reflects the reaction of the audience it was written for.	♣Know that the context in which it was written can affect a text. ♣Explain how the context of a text reflects the reaction of the audience it was written for. ♣Identify themes in books which have different cultural, social or historical contexts. ♣Identify key information from a text. ♣Summarise key information in sentences. ♣Find and summarise key information from different parts of the text. ♣Find identified key information in longer and more complex text.
Grammar Focus English	♣Understand that a wide range of devices are used to link ideas in paragraphs. ♣Recognise that these will be different according to the text type, purpose and audience. ♣Use appropriate cohesive devices in own writing. ♣Check that selected devices link ideas .♣Choose the correct level of formality for the audience and purpose of the writing. ♣Develop a bank of noun phrases for current writing. ♣Understand that sentences can be active or passive and when it is appropriate to use it. ♣Recognise that a semi-colon can be used to separate items that are longer than one word in a list. ♣Write sentences using a semi-colon to separate items in a list. ♣Understand when it is appropriate to use the passive voice. ♣Use the passive voice appropriately to change the focus or	♣Understand that a wide range of devices are used to link ideas in paragraphs. ♣Recognise that these will be different according to the text type, purpose and audience. ♣Use appropriate cohesive devices in own writing. ♣Check that selected devices link ideas. ♣Choose the correct level of formality for the audience and purpose of the writing. ♣Develop a bank of noun phrases for current writing. ♣Understand that sentences can be active or passive and when it is appropriate to use it. ♣Recognise that a semi-colon can be used to separate items that are longer than one word in a list. ♣Write sentences using a semi-colon to separate items in a list. ♣Understand when it is appropriate to use the passive voice. ♣Use the passive voice appropriately to change the focus or emphasis or in impersonal writing.

	emphasis or in impersonal writing.	♣Use semi-colons, colons and dashes. ♣Use hyphens.
Speaking and Listening Focus English	♣Give an opinion with a reason. ♣Listen to others' opinions. ♣Use Standard English to give an opinion. ♣Recite/perform own compositions.	
RE The Way, the Truth and the Life Caritas	Exploring the Mass Buddhism Building our own Mission Team	Jesus the Messiah Buddhism Happiness comes in sharing and giving