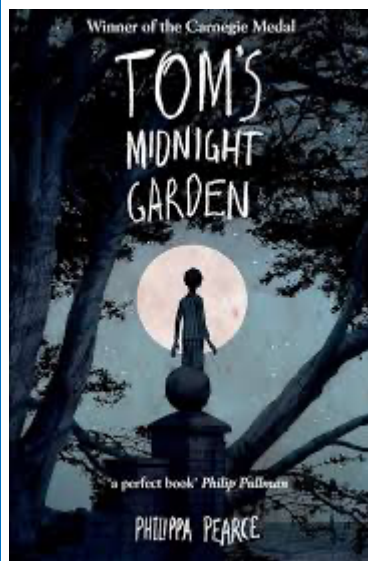


Year 6 Spring Term Curriculum: Mrs Tew (Derby Class) & Mr Stocking (Riley Class)

English



Reading – This half term, Year 6 are reading a classic - Tom's Midnight Garden by Philippa Pearce. This book will influence and inform much of our writing in English. Pupils will read this book during our guided reading sessions in English and used to improve fluency, accuracy, expression and comprehension. Parts of the book will also be read to the children at the end of the day.

Writing – Tom's Midnight Garden will inform our narrative written work. Children will begin with writing a biography about the author. **We will then write an information text about measles.** The children will then put all their knowledge of narrative writing into a piece of work closely connected to Tom's Midnight Garden Showing their ability to write reported speech, use the subjunctive form of the verb and embedded clauses, the children will write a short narrative about the events of the geese destroying the garden. Over the following weeks, the children will closely examine the change in the main character's behaviour.

The children will also be writing in other subjects, using the knowledge we gain in history, geography and R.E. After learning about North America in Geography, the children will write a report about the landscape, climate, rivers and cities of North America. After learning about South America, the children will write a short report on the Inca. The children will also learn how to write to persuade in the form of a formal letter, writing a letter from Neville Chamberlain to Clement Atlee to persuade him to join a coalition government at the start of the Second World War.

Handwriting – Handwriting continues to be taught explicitly to both classes on a regular basis.

Spelling – Spelling is taught in every English lesson as part of the Sounds Write programme. The children also learn the spellings from the National Curriculum in order to use them in their written work.

Mathematics

The children will then work with decimal numbers with up to 3 decimal digits. They will be able to identify the value of each digit in numbers given, they will also revisit multiplying and dividing numbers by 10, 100 and 1000 where they may need to give an answer with up to three decimal places. Children will be taught how to multiply one-digit numbers with up to two decimal places by whole numbers e.g. 5×3.87 . They will need to be able to estimate what the answer might approximately be, so that they can check the accuracy of their work. They will also need to be able to divide numbers where the answer has up to two decimal places.

Children will also learn how to calculate percentages of numbers and amounts, for example 30% of a litre and 15% of 360.

Many children find algebra challenging so we will ensure that children are introduced to the use of symbols and letters to represent variables using situations that they already understand, such as missing numbers, lengths, coordinates and angles. The children will work with a variety of number sequences and be shown how to use simple formulae to describe them. They will also be taught how to express missing number problems algebraically. Throughout all maths units there will be lots of opportunities for children to develop their reasoning and problem solving skills.

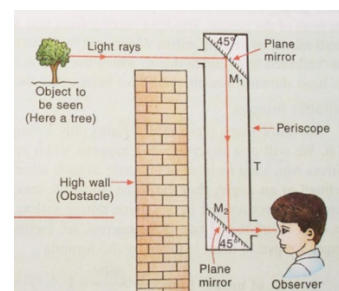
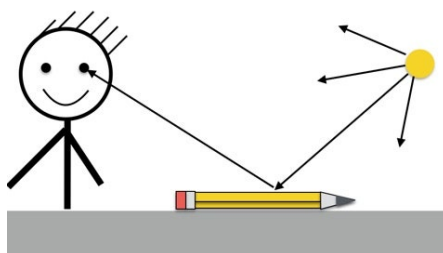
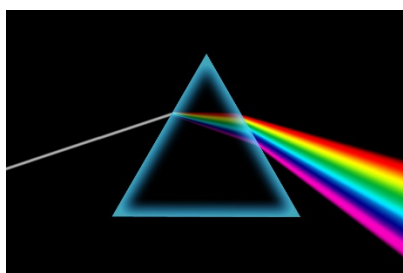
What is
50% of 120?



Science

In the first half term the children learn about classification and the work of Carl Linnaeus. They will learn that there are five kingdoms of living things and they will then look at further sub-divisions of groups, such as classifying invertebrates into insects, arachnids, molluscs etc. They will discuss why particular living things are sorted into one group and not another. Children will learn that plant and animal cells are structured differently and that plant cells contain chlorophyll, which is vital for the process of photosynthesis. Children will learn that organisms are classified into kingdoms, phylum, class, order, family, genus, species and that all organisms have a scientific name made of the genus and species e.g. Dog = *Canis Familiaris*, Human = *Homo Sapiens*.

After half term, the children will study light. Light is a source of illumination that allows us to see. The children will carry out practical activities to observe that light appears to travel in straight lines from light sources; they will use this information to explain that objects are seen because light enters our eyes or objects give out light or reflect light into the eye. They are taught how to draw diagrams with arrows to demonstrate this and to write explanations. Children will also explore why shadows have the same shape as the objects that cast them and recap what transparent, translucent and opaque materials are. Children will learn about the colours of the spectrum and use prisms to explore what happens when light travels through a denser medium. In the final lesson children will apply their knowledge about how light travels and how mirrors work and create a periscope. This links well to the work we have done about World War One as periscopes were often used to observe what was happening in No Man's Land.



Religious Education

In the first half term the children will be thinking about whether the Religious Worldviews Change Over Time? Building on learning from the previous term, pupils explore the experience of women in the contemporary Anglican church to consider whether Christian worldviews always stay the same. They use this learning and philosophical skills to answer the question, 'should a worldview always stay the same?'

Key learning will include:

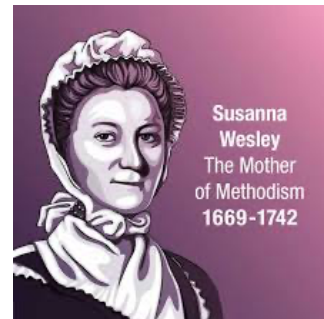
There are different denominations of Christian worldviews

The experience of Christian women can be different depending on context

Women were first ordained as priests in the Church of England in 1994 and as bishops in 2015

Not all Church of England Christians believe that women should be priests or bishops

Some Christian women today experience sexism



In the second half term the children will be thinking about whether Technology a Good Thing for Religious Worldviews?

Continuing to build on learning from this year, pupils explore the impact of the printing press on Christian and non-religious worldviews. Using historical questions and skills to engage with the story of William Tyndale, pupils address philosophical concepts of 'right' and 'wrong' in relation to the use of technology by religious worldviews.

Key learning will include:

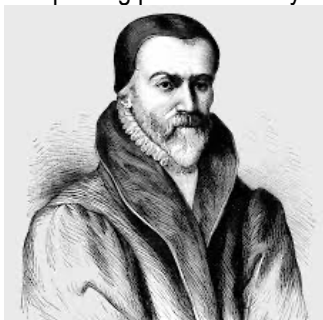
Religious people have used different technology throughout history

The first printed text was produced in China around 868CE

Johannes Gutenberg was the first person in Europe to develop a printing press in the 1440s

William Tyndale was one of the first people to translate the Bible into English

The printing press is closely linked to the Protestant Reformation in Europe

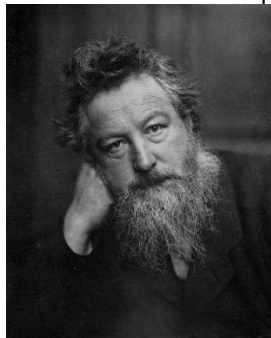


Art and Design

In the first half term the children learn about Victorian Art and Architecture. They start by looking at the architecture of the Houses of Parliament and how this important building was influenced by both gothic and classical style. They will do detailed drawings of famous London buildings (the Houses of Parliament, St Paul's Cathedral and Westminster Abbey) which show gothic or classical Influence and links well to the work in the autumn term on Italian architecture. The children then study the work of the Victorian pre-Raphaelite artists. They look in detail at Ophelia by Millais and The Annunciation by Rossetti and consider how these artists wanted to reflect reality in their paintings by engaging in careful observation. They practise careful observation themselves, by using watercolours to paint flowers.



After half term, the children will be studying William Morris. The children start by looking at Morris' wallpaper designs, learning that these were stylized forms based on nature, bearing the influence of Islamic design. They learn how the wallpaper was produced by block printing and create their own Morris inspired designs printed using the reduction method on polystyrene tiles. The children go on to explore how Morris was not only a designer but a businessman and a writer. They look at the houses which he built and where he lived, noting the gothic influences demonstrated in his architectural design. They learn that he was a key figure in the Arts and Crafts Movement, and how this movement rejected the industrialization of the Victorian age, looking to the models of traditional production and craftsmanship of the medieval age.



Computing

In the spring term the children will be developing their programming skills using the Code.org website. They will have repeated practical experience of writing computer programs in order to solve problems or to control or simulate a physical system. Part of this work will include designing and writing programs that accomplish specific goals and working out how to debug them if there are any errors. The coding program we use encourages them to develop skills in small steps and apply them to a variety of tasks.

Geography

The geographical focus in the first half term is learning about the continent of North America. Children will use maps to identify which countries are technically part of the continent because they are part of a continuous expanse of land and which are not. Children will also learn how to use keys showing the height of the land above sea level to be able to make general statements about where most of the hills and mountains are located and where the lower and flatter land is. Children will study the biomes of the North American continent including coniferous forest, deciduous forest, temperate grassland semi-desert and tundra. They will learn about the permafrost that lies under the ground in the most northern parts of North America, creating a cold, tree-less landscape. Turning to the physical geographical feature of rivers, children will learn that rivers are important to the economy, for trade and transport and also help to sustain a large population. In this unit, children will build on their knowledge of the world's rivers and will study the Mississippi River, one of the longest rivers in the world. Children will study how this huge physical geographical feature changes along its path and also how people's interactions with the river are changing it. The question of sustainability is addressed in the context of the Mississippi River.



In the second half term, children will use maps to identify South American countries and some major cities. Using their knowledge of the interaction between physical and human geography, the children will learn that the population in South America is concentrated along the east and west coasts. They will look at how the Incan Empire and how they used land to grow and expand. They will learn about urbanisation and the challenges it presents in some of South America's major cities. They will study the Andes Mountains, Mount Aconcagua and the Atacama Desert. They will look at land formations in the Andes and locate cities built on plateaus. They will interpret population data and look at indicators for quality of life, such as GDP and life expectancy. They will use prior knowledge from Year 3 to describe trade in Brazil. They will study the Amazon Rainforest and will understand that forest fires are a major threat to biodiversity in the region.

PSHE

In the first unit, children will consider their networks of people who are special to them, and how they are changing and developing as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will also

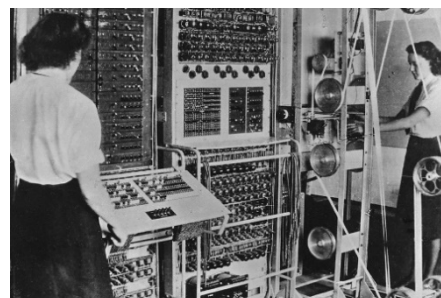
consider the value of diversity within friendships and understand that there is a wide range of different family situations in which people live. The role of groups in friendship will be considered, including both the benefits and pressures that can bring. They will explore why and how to seek support from people they trust, and how they themselves can and do support others. The second unit aims to develop the children's sense of personal identity and self worth, as well as teaching them to consider and respect the needs and views of others. The children begin by exploring their identity, and how their perceptions of it can be affected by the behaviour and attitudes of others. They will consider the ethnic make up of both the local and national community, and the benefits of living in a diverse society. They will develop their understanding of the negative effects of stereotyping and prejudice, and of the impact of racism, sexism, heterosexism and homophobia. They will have the opportunity to explore their place within the school and local community, and the contributions of others, including volunteers and community organisations. The unit also includes a brief look at the role and influence of the media, and some aspects of caring for the environment.

History

The first unit of the spring term builds on chronologically from the 'World War I' unit. Children will recall previous learning regarding the end of the war and look in more detail at the Armistice and Treaty of Versailles, focusing on this from a German point of view. Using primary sources such as newspaper reports, the children will be able to explore German perspectives from that time. During this unit, the children will build on their understanding of the substantive concept: Nationalism. The children will learn about the nationalist political party known as the Nazi party, and how the Nazis controlled many aspects of life in Germany during this period, including roles of men and women and education. They will learn about Adolf Hitler and how he blamed Jewish people for things that were wrong and commanded that the German people avoid Jewish businesses, ordered books by Jewish authors to be burned, banned marriages between Jews and Germans and stopped Jewish children attending school. Kristallnacht, or 'Night of the Broken Glass' will be looked at in depth and the children will learn about how Jewish homes, businesses and Synagogues were attacked by rioters and the authorities did nothing to prevent the destruction, and instead, arrested 30,000 Jewish people and sent them to concentration camps. Ninety Jewish people were killed. The Nazis said that this was not a government action but the actions of Germans who were expressing their dissatisfaction, blaming the Jews for the riots and fined them for the damage to the buildings. When learning about this, children will read primary sources from people who witnessed this event, including diary entries.



After half term, the children will learn about World War Two. Throughout this unit, children will be encouraged to make connections between what they learned about World War One. The concept, conquer will be built upon, looking at the countries conquered by Germany. The children will look in some depth at the Battle of Britain - a battle fought entirely in the skies- and the Blitz- a strategy used by the German air force to try and force Britain to surrender. The social context is explored in more detail at the end of the unit when the children look at life on the Home Front. The children will look at the role that intelligence and codebreaking played in winning the war. They will learn about the code-breakers at Bletchley Park (75% of them were women), including some significant people who played a vital role in supporting the war effort. While a significant emphasis of this unit is on Britain and the war, time will also be dedicated to learning about the Holocaust. The children will build upon their knowledge of Nazi Germany and look at what happened following the rise of Hitler and the Nazi party. This unit will introduce a new concept: genocide. They will look at the atrocities committed, interpreting sources with a focus on learning about what life was like for Jewish people at this time.



Physical Education



Pupils will learn to communicate, collaborate and compete with each other through a variety of physical activities and sports and learn how to evaluate and recognise their own success. Mr Hayes and Mr Makaka will be teaching the children athletics outside and gymnastics in the hall. In PE lessons children will be encouraged to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Both classes will have PE lessons on Fridays. Children will need to come to school wearing their PE kit (black or green shorts and a white T shirt). As the weather is much colder they will also need a plain dark-coloured tracksuit and shoes suitable for outdoor games. They will also need coats, hats and gloves some days.