

# Y6 Spring Term Curriculum Overview



## Religious Education

### **Christmas:**

In this unit the children will explore the story of the birth of Christ from the Gospel of St. Matthew and the Gospel of St. Luke. We will also learn about some of the images of Christ that are found in the prologue to the Gospel of St. John.

### **Belonging to the Church Community:**

Children will learn about the foundations of the life and teaching of the Catholic Church being rooted in the life and teaching of the Apostles. The children will learn about the role of the Pope and local Bishop in the life of the universal and local Church. We will also explore the life of the local parish community where the faith of God's people is nourished and celebrated.

### **Lent:**

The children will be given opportunities to develop their knowledge of prayer, fasting and almsgiving as important Lenten activities. We will also explore the Church's teaching on the forgiveness and God through the Sacrament of Reconciliation.

### **Holy Week:**

In this unit the children will learn about the passion of Jesus from the events that took place in the Garden of Gethsemane through to the death of Jesus on the cross. We will also find out why Christians have described the death of Jesus as a Sacrifice.

## English

### **Class Texts:**

Pupils will be reading 'Kensuke's Kingdom' by Michael Morpurgo as well as other non-fiction texts linked to our Mayan topic.

### **Reading (comprehension):**

Pupils will learn to draw inferences and justify these with evidence from the text, and ask questions to improve their understanding of what they have read. We will learn to predict what might happen from details stated and implied, and discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

### **Range of Writing:**

A range of text types will be covered in our writing, including: narrative, biographies, newspaper reports, poetry, non-chronological reports and explanation texts.

### **Composition:**

Pupils will learn to identify the audience for and purpose of the writing. We will learn to use grammatical structures, features and vocabulary appropriate to the audience. Pupils will learn to use a range of sentence starters to create specific effects and use developed noun phrases to add detail to sentences. We will also learn to sustain and develop ideas logically in narrative and non-narrative writing.

### **Vocabulary, grammar and punctuation:**

Pupils will learn to write in paragraphs which can clearly signal a change in subject, time, place or event. A variety of organisational and presentational devices will be learnt, and we will also learn to vary our sentence structure depending on whether a formal or informal style is most suitable. Pupils will learn to use the semi-colon, colon and dash, as well as the use of a hyphen to avoid ambiguity.

### **Spelling:**

Pupils will continue to learn different spelling strategies including the use of a dictionary and a thesaurus. The words from the Y6 spelling list will be revised as will the spelling rules and patterns learnt previously.

## Mathematics

### **Recall of Number Facts:**

The children will identify common factors, common multiples and prime numbers. They will recognise square and cubed numbers and the notation for squared and cubed.

### **Place Value:**

The children will use negative numbers in context, and calculate intervals across zero. They will read, write, order and compare numbers up to 10 000 000 and solve problems involving all elements of place value.

### **Addition and Subtraction:**

Building on their current understanding, the children will solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why. They will also perform mental calculations with mixed operations.

### **Multiplication and Division:**

The children will further develop their understanding of the use of long multiplication for up to 4 digits by a 2 digit whole number. They will continue to consolidate their understanding of division of 4 digits by a 2 digit whole number using long and short division, interpreting remainders as whole numbers, fractions, or by rounding as appropriate. The children will use their knowledge of the order of operations to carry out calculations involving the 4 operations. In addition, the children will demonstrate their depth of learning by solving problems involving all four operations.

**Fractions, Decimals and Percentages:**

The children will use common factors to simplify fractions and use common multiples to express fractions in the same denomination. They will multiply simple pairs of fractions, writing the answer in its simplest form. Also, the children will divide proper fractions by whole numbers. The link between fractions and division will be further explored to enable the children to calculate decimal fraction equivalents for simple fractions.

**Measurement:**

Miles and kilometres as well as units of mass and capacity will be converted, and, in addition, they will solve problems when calculating the area of parallelograms and triangles.

**Geometry:**

During the Spring term, the children will draw 2-D shapes using given dimensions and angles as well as being able to build simple 3-D shapes, including making nets. They will also illustrate and name parts of circles, including radius, diameter and circumference.

**Ratio and proportion:**

During the Spring term, the children will solve problems involving the scale factor of a shape. Furthermore, they will solve problems involving unequal sharing and grouping using a knowledge of fractions and multiples.

**Algebra:**

The children will use their algebraic understanding to find all possibilities of combinations of two variables.

**Statistics:**

The use of the mean as an average will be calculated and interpreted and the children will also learn how to interpret and construct pie charts. They will use pie charts and line graphs to solve problems.

**Problem Solving:**

Problem solving and application of skills in different contexts will underpin the maths curriculum. The children will solve logic problems and further developing their understanding of a topic by reasoning why their answer is correct. Cross curricula maths in other subjects will take place to further enrich the children's learning.

**End of KS2 Statutory Assessment revision:**

The children will also take part in revision sessions for their KS2 assessments in May.

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| <b>Science</b>   | <p><b><u>The Nature Library:</u></b><br/>In this module the children will build on their knowledge of living things from previous years and deepen their understanding of why and how organisms are classified. They will explore the process of classification and how it relates to the identification of living things. Children will become aware of the types and characteristics of organisms that belong in each of the five kingdoms of living things.</p> <p><b><u>Body Health:</u></b><br/>During this module, the children will learn about how to keep their bodies healthy and how their bodies might be damaged. The focus is on lifestyle choices that humans make, including diet and exercise, and how these are informed by scientific evidence. This module will also focus on the functions of the skeleton and muscles and the effects of exercise on the body.</p> <p><b><u>Our Changing World:</u></b><br/>Children will investigate the ways in which animal populations are suited to the environments in which they live. Children will have opportunities to study ways in which physical characteristics, patterns of behaviour and life cycles help to adapt organisms and improve their chances of survival.</p> |
| <b>Computing</b> | <p><b><u>We are Market Researchers:</u></b><br/>The children will conduct research into the potential market for their app, using an online survey together with focus groups.</p> <p><b><u>We are Interface Designers:</u></b><br/>The children will start to design the look and feel of their app's interface. They will sketch ideas, plan the different screen layouts and develop them using an online tool.</p>   |
| <b>P.E.</b>      | <p><b><u>Gymnastics:</u></b><br/>During the first half term, the children will learn to develop flexibility, strength, technique, control and balance through gymnastics.</p> <p><b><u>Step to the Beat:</u></b><br/>The children will also take part in a series of aerobics lessons. We will perform aerobic activity to music, devising routines and analysing the performances of each other.</p> <p><b><u>Striking and Fielding:</u></b><br/>In the second half of the Spring term, the children will play competitive games and learn to apply basic principles suitable for striking and fielding games such as: catching, under-arm and over-arm throwing, batting and bowling.</p> <p><b><u>Gymfit Circuits:</u></b><br/>The children will also develop a personal programme of fitness circuits using the knowledge and understanding gained from previous fitness sessions.</p>   |
| <b>P.S.H.E</b>   | <p>During PSHE sessions, the children will discuss how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. We will also recognise opportunities to make our own choices about</p>   |

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|                                  | <p>food, what might influence these choices and the benefits of eating a balanced diet. Beginning the new year, the children will reflect on and celebrate their achievements, identify their strengths, areas for improvement and set goals for the year ahead. The class will debate why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>   |
| <b>Multi-faith</b>               | <p><b><u>Sikhism:</u></b><br/>We will be learning about some of the main teachings of the religion of Sikhism and will learn about some of the upcoming Sikh festivals such as Baisakhi on 14th April.</p>  |
| <b>Foundation Subjects</b>       | <p><b><u>The Mayans:</u></b></p> <p><b><u>Art:</u></b><br/>In art lessons the children will learn what a 'stela' is and create their own. We will explore the work of Catherwood and create work in a similar style. Pupils will be able to explain the style of their work and how it has been influenced by Catherwood.</p> <p><b><u>Design and Technology:</u></b><br/>The children will experiment with different building techniques to design and create their own mini-pyramid. We will also take part in a Mayan food tasting session and will be given the opportunity to try many of the traditional Mayan foods. We will then design and create a Mayan themed menu.</p> <p><b><u>Geography:</u></b><br/>Important Mayan places will be researched and identified. The children will plan a visit to see Mayan artefacts and buildings detailing travel as well as what they will see when they arrive. Investigations into the similarities and differences through human and physical geography focusing on climate zones within South America will also take place.</p> <p><b><u>History:</u></b><br/>The children will learn about who the Mayans were and be able to place the Mayan period on an historical timeline. We will investigate what we have in common with the Mayans as well as understanding the importance of the sun to Mayan life. The children will learn myths and legends and other explanations for the causes of earthquakes and volcanoes in Mesoamerica. We will discover facts about the Mayan civilisation as well as researching what a day in the life of a Mayan would be like.</p> <p><b><u>Music:</u></b><br/>In music, the children will learn to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> |
| <b>French</b>                    | <p>The children will listen attentively to the spoken French language and show understanding by joining in and responding. We will explore patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. We will attempt to engage in conversations in French. Also, the children will begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>  |
| <b>Other Activities / Visits</b> | <p>Confirmation Meeting: <b>Thursday 4<sup>th</sup> January.</b><br/>Confirmation Mass of Commitment: <b>Sunday 7<sup>th</sup> January</b><br/>Y6 Visit to St Chad's: <b>Thursday 18<sup>th</sup> January</b><br/>Rite of Confirmation: <b>Tuesday 6<sup>th</sup> February</b><br/>Y6 Thanksgiving Mass: <b>Friday 9<sup>th</sup> February</b><br/>Y6 Visit to Safeside: <b>Wednesday 7<sup>th</sup> February</b><br/>Y6 Easter Assembly: <b>Thursday 29<sup>th</sup> March</b></p>   |

### Homework Arrangements:

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| <b>English</b>      | One piece of homework will be given out on a <b>Friday</b> . This should be returned the following <b>Thursday</b> .   |
| <b>Mathematics</b>  | One piece of homework will be given out on a <b>Friday</b> . This should be returned the following <b>Thursday</b> .   |
| <b>Spelling</b>     | The pupils will be provided with a spelling list on a <b>Monday</b> and will be tested on these spellings on the following <b>Monday</b> .   |
| <b>Number Facts</b> | The pupils will be tested on these on a <b>Friday</b> and informed of what to learn for the following <b>Friday</b> .  |
| <b>Project</b>      | The pupils will be given details of a project based on their learning in science. One piece of work should be completed each week. This is due in on <b>Monday 12<sup>th</sup> March</b> . |

**Home Reading:**

The children are expected to read independently every night. Please also endeavour to hear your child read at home regularly and sign their reading record book. Your child's reading record will be checked once a week (they have been informed of their allocated day), but the children are free to change their reading books when they are ready to.

**Useful Information:**

P.E. takes place on **Mondays** and **Thursdays**: please ensure that the pupils have the correct kit in school on these days.

If you have any information or are knowledgeable in any of the topics outlined above please let me know! It is always interesting and valuable for the pupils to hear from people who have first-hand experience of a particular topic/area.