

Year 6 Spring Term Curriculum Overview 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit To solve number and practical problems To round any whole number to a required degree of accuracy To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why To perform mental calculations To 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 To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction To multiply simple pairs of proper fractions, writing the answer in its simplest form To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius To solve problems involving addition, subtraction, multiplication and division To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. 					Assessment Week	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why To calculate and interpret the mean as an average To interpret and construct pie charts and line graphs and use these to solve problems To describe positions on the full coordinate grid (all four quadrants) To draw and translate simple shapes on the coordinate plane, and reflect them in the axes. To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context To solve problems involving addition, subtraction, multiplication and division To use simple formulae To express missing number problems algebraically To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. 					Assessment Week
	Friend or Foe by Michael Murpurgo <ul style="list-style-type: none"> To identify and discuss themes and conventions in and across a wide range of writing To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 						Cross-curricular writing with History based on the Maayan civilization. Possible Writing Outcome: <ul style="list-style-type: none"> Agony Aunt letters Dialogue/satirical writing The day in the life of a Maayan. 	Book Week Assessment Week	Floodland by Marcus Sedgwick <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To predict what might happen from details stated and implied. To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Possible writing outcomes <ul style="list-style-type: none"> Recount Diary entry Alternative ending Persuasive Leaflet Short-story narrative. 			
ENGLISH	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">MATHEMATICS</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">HALF TERM</div> </div>											

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	<p>Possible writing outcomes</p> <ul style="list-style-type: none"> • Narrative short-story writing • Informal Letter • Poetry • Balanced Argument • First-person reflective writing. 				
SCIENCE	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 				
HISTORY	<p><u>The Maya Civilization</u></p> <ul style="list-style-type: none"> • To learn about Maayan society through investigating artefacts • To understand and describe the importance that the Maayans placed on appearance and clothing • To explore Maayan philosophy and religion and their attitude towards their gods and sacrifices • To describe some of the daily rituals of the Maayan civilization • To study Maayan inventions and how they are still relevant today • To explain why the ancient Maya civilization died out and explore the lives of the Maayans today. 				
GEOGRAPHY					
ART	<p><u>The Mayans (Ancient People)</u></p> <ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media • Develop ideas using different or mixed media, using a sketchbook • Choose appropriate paint, paper and implements to adapt and extend their work • Carry out preliminary studies, test media and materials and mix appropriate colours <p><u>Artist</u> Juan Sisay</p>				

	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • To describe the ways in which nutrients and water are transported within animals including humans. 				
	<p><u>Are we damaging our world?</u></p> <ul style="list-style-type: none"> • To understand the threats to the health of our planet and some possible solutions • To understand what minerals are and question if they can be used sustainably • To understand the different types of energy available and their advantages and disadvantages • To understand the importance of protecting the oceans • To carry out an enquiry into sustainability • To be able to explain how a particular environmental issue has been caused and suggest some possible solutions. 				
	<p><u>Floodlands</u></p> <ul style="list-style-type: none"> • Develop ideas using different or mixed media, jot ideas in a sketchbook • Choose appropriate paint, paper and tools to adapt and extend their work • Carry out preliminary studies, test media and materials and mix appropriate colours • Work from a variety of sources, inc. those researched independently • Develop skills in using a variety of printing and stamping techniques • Use technical knowledge to improve their mastery of skills • Use appropriately chosen processes in order to create successful and finished work independently • Provide a reasoned evaluation of their own and others work • Explain the context and intention behind the work. <p><u>Artists</u> Katshushika Hokusai</p>				

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DT	<p><u>The Mayans (Masks and Headdresses)</u></p> <ul style="list-style-type: none"> • Draw up a specification for their design- link with other subjects • Plan the order of their work, choosing appropriate materials, tools and techniques • Confidently select appropriate tools, materials, components and techniques and use them • Use tools safely and accurately • Aim to make and to achieve a quality product • Design and annotate a mask and headress based on research, annotate and designs in sketchbooks • Evaluate their work both during and at the end of the assignment • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved. <p><u>Designers:</u></p>
COMPUTING	<p>COMPUTING STRAND: Computer Science & Information Technology Unit 6.1 Coding - Program; 2Code</p> <ul style="list-style-type: none"> • To review good planning skills • To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge • To use variables within a game to keep track of the properties of object. • To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge • To use variables within a game to keep track of the properties of objects • To use functions and understand why they are useful in 2Code • To debug a program and organise the code into tab. • To organise code into functions and Call functions to eliminate surplus code in the program • To explore the options for getting text input from the user in 2Code • How to include interactivity in programming • To use flowcharts to test and debug a program • To create a simulation of a room in which devices can be controlled • To explore how 2Code can be used to make a text-based adventure game.
PE	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To lead group warm up, showing understanding of need for strength and flexibility • To demonstrate accuracy, consistency and clarity of movement • To work independently and in small groups to make up own sequences • To arrange own apparatus to enhance work and vary compositional ideas • To experience flight on and off of high apparatus • To work collaboratively with a partner and in small groups to perform • To compare performances with previous performances and demonstrate improvement to achieve personal best • To develop flexibility, balance, strength and control.
MUSIC	<p>Summer Term Focus</p>

Catch-up/ Consolidation	<p>COMPUTING STRANDS: Computer Science, Information Technology & Digital Literacy Unit 6.4 Blogging - Program; 2Blog</p> <ul style="list-style-type: none"> • To identify the purpose of writing a blog. To identify the features of successful blog writing • To plan the theme and content for a blog • To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog • To understand the importance of regularly updating the content of a blog • To understand how to contribute to an existing blog • To understand how and why blog posts are approved by the teacher • To understand the importance of commenting on blogs • To peer-assess blogs against the agreed success criteria.
	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To be able to be able to combine basic hockey skills such as dribbling and push pass • To be able to confidently select and apply skills in a game situation • To begin to play effectively in different positions on the pitch including in defence • To increase power and strength of passes, moving the ball over longer distances • To play in competitive games developing fluency in skills and technique • To work in collaboration to perform in different formation • To compare team performances against other team performances.
	<p>Summer Term Focus</p>

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SRE/ PSHE	<p>Internet Safety</p> <ul style="list-style-type: none"> To understand the need to keep personal information and passwords private, and know how to choose a secure password To understand appropriate and inappropriate use of the Internet including excessive use To recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use To understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others <p>Healthy Me</p> <ul style="list-style-type: none"> To understand how to make sensible choices when choosing snacks. They are able to read food labels and understand the impact that different foods will have on their bodies To design a new food labelling system that is accessible to children/teenagers. 	<p>SRE</p> <ul style="list-style-type: none"> To know key facts about puberty and the changing adolescent body including personal hygiene, physical and emotional changes To understand what makes a positive, healthy relationship. They can discuss different types of adult relationships with confidence. They know what forms of touching are appropriate and inappropriate To can describe some of the decisions that have to be made before having a baby. Children know some basic facts about conception and pregnancy To judge what kind of physical contact is acceptable/unacceptable and how to respond. <p>Cross-curricular links with English – Floodland</p> <ul style="list-style-type: none"> To know how to maintain a healthy relationship To confidently negotiate and compromise strategies to resolve disputes and conflict. <p>Cross-curricular links with Science – Animals including Humans</p> <ul style="list-style-type: none"> To list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. E.g. The dangers and effects of alcohol and smoking To know that caffeine is a legal drug and must be managed sensibly.
IVRIT	<p>Topic feelings</p> <ul style="list-style-type: none"> To ask and answer questions To be able to express feelings and emotions Agreement of adjectives (expressing emotion) – עצוב, שמח To know and apply a range of verbs that express emotion, masc./ fem. singular present tense+ negative: כועס, מתרגש, מ מפחד 	<p>Topic tour of the school</p> <ul style="list-style-type: none"> To be able to take part in social situations To ask and answer questions To give information To following/Give instructions (directions) To use prepositions of location and direction <p>ל משמאל, לימינה, מימין, ליד, מול, שמאלה, ישר, ימין בצד, שמאל בצד</p> <ul style="list-style-type: none"> To know and apply verbs related to directions – present tense m/f/sing/plural <p>מגיע, פונה, הולך</p> <ul style="list-style-type: none"> To know core vocabulary <p>ימינה, ישר, ימין בצד, שמאל בצד, פה, זה, אנחנו, אתה, אני</p>
JS	<p>Chumash</p> <p>Unit 11</p> <ul style="list-style-type: none"> To understand the role of ראובן in offering an alternative to killing יוסף To understand ראובן's explanation of the seemingly superfluous words מים בו אין To compare and contrast יהודה and ראובן's plans To understand how ראובן's reaction to יוסף's disappearance reveals his relationship with יוסף and aspects of his character and motivation <p>Unit 12</p> <ul style="list-style-type: none"> To know the events and context leading up to יוסף's brothers coming down to buy food To examine יוסף's feelings as he faces his brothers for the first time in 20 years To know the reasons for the way that יוסף treats his brothers initially To examine the brothers' response to this treatment. <p>Chaggim</p> <p>Tu Bishvat</p> <ul style="list-style-type: none"> To understand the source for Tu Bishvat from the Mishnah in Rosh Hashanah – link to this the importance of trees To develop an understanding of how trees are like mankind. <p>Parasha</p> <p>To know the events of the Parasha and to explore the middah/mitzvah that corresponds to the Parasha</p>	<p>Chumash</p> <ul style="list-style-type: none"> To understand the way in which יוסף reveals his identity and the brothers' initial reaction to this news To appreciate that ה' guided everything that happened in the story To understand how the brothers' reactions develop from shock to acceptance Assessment. <p>Chaggim</p> <p>Purim</p> <ul style="list-style-type: none"> Know that the Shabbat before Purim is called Shabbat Zachor .Know why Parashat Zachor is said on the Shabbat before Purim (link to anti-Semitism) Know that Hashem's name is not mentioned in the Megillah and understand the reason why (Nes nistar) – link to dressing up Understand the concept of Hashgachah Pratit (Hashem's providence) within the context of the Purim story linked to modern day events Know that Hallel is not said on Purim because the miracle of Purim took place outside Eretz Yisrael. <p>Pesach</p> <ul style="list-style-type: none"> Know that the Shabbat before Pesach is called Shabbat Hagadol and why

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- Vayechi- Ahavat Eretz Yisrael- love for the land of Israel
- Shemot- Yir'at Shamayim- Respect for and fear of Hashem
- Va'era- Keeping promises
- Bo- Being in control of one's own time
- Beshalach- Acknowledging Hashem as the source of all our food
- Yitro- Kibud av v'em- Honouring and respecting parents.

- Formulate questions, deliver appropriate responses and discuss issues arising from the study of the Haggadah
- Know specific topics and songs from the Haggadah and know some of their sources. .; the full Kiddush, Adir hu, Chad gadya
- Know that there are different customs in respect of kitniyot between Ashkenazim and Sephardim
- Knows the 4 expressions of redemption and their sources in the Torah
- Knows and understands the concept of 'freedom' within the context of the Pesach story. Deeper understanding of freedom today from peer pressure etc
- Understands that the theme of the Seder (Haggadah) is based on the contrast between slavery and freedom and give examples of this.

Parasha

To know the events of the Parasha and to explore the middah/mitzvah that corresponds to the Parasha

- Terumah- Respect for Bet Knesset
- Tetzaveh- Following instructions in order to achieve a pleasing result
- Ki Tisa- Keeping away from bad influences
- Vayakhel-Pekudei - Women's equal roles in Judaism
- Vayikra- Owning up when we are in the wrong and asking for forgiveness
- Tzav- The mitzvah of not eating blood (kashrut).