

Bellingham Middle School – Y6 Spring Curriculum Overviews – January 2021

ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Read whole novels which are structured in different ways and are of different genres. ● Check understanding of texts through discussion and exploration of the meaning of words in context. ● Identify and discuss themes and conventions in and across a wide range of writing. ● Ask questions to improve understanding of a text. ● Increase familiarity with a wide range of books and books from other cultures and traditions. ● Make predictions about what might happen from details stated and implied. ● Challenge the views of others courteously. ● Use a dictionary and a thesaurus efficiently. ● Understand how words can be built from root words. ● Review their writing, identify strengths and areas for development for future writing. ● Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing. ● Assess the effectiveness of their writing against the context and purpose. ● Use what they have read, seen and listened to when considering what to write. ● Identify the audience and purpose of different writing. ● Write longer passages. ● Structure and organise writing in a variety of ways. 	<p>Text: Street Child by Berlie Doherty - pupils will have the opportunity to develop their knowledge of:</p> <ul style="list-style-type: none"> ● Victorian society and the impact it had on children's lives. ● Dr Barnardo. ● How to write for a wide range of purposes and audiences. ● How a narrative is structured for effect. ● How to use dialogue to advance the action in a narrative and accurately punctuate speech. ● How a newspaper reports events. ● A wide range of promotional material and its effects on the reader ● Reviews for a range of purposes. ● The biographies and background of authors, poets, and inspirational figures, and why they are important. ● How to use grammatical structures that are appropriate to the writing. ● How to use a range of devices to build cohesion in their writing. ● The ways in which an author crafts their writing and how to use what they have read to produce their own texts. ● The grammar and vocabulary requirements of the KS2 curriculum. <p>Through studying vocabulary & grammar this year, pupils will develop and consolidate their knowledge about:</p> <ul style="list-style-type: none"> ● Using the full range of taught punctuation accurately and for effect. ● Marking independent clauses by using a dash accurately. ● Accurately using a colon and semi-colon. ● Using inverted commas to demarcate speech correctly. ● Identifying and using a relative clause. ● Clarifying meaning or avoiding ambiguity by using commas and parentheses.

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<ul style="list-style-type: none"> • Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience. 	
MATHS	
<p>Pupils will have the opportunity to develop the following mathematical skills:</p> <ul style="list-style-type: none"> • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8} = 3 \div 8$] • Multiply one-digit numbers with up to two decimal places by whole numbers. • Develop connections between multiplication and division with fractions, decimals, percentages, and ratio. • Develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. • Develop and use the language of algebra as a means for solving a variety of problems. • Develop fluency in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. • Learn, read, spell and pronounce mathematical vocabulary correctly. • Multiply one-digit numbers with up to two decimal places by whole numbers • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<p>Number: Decimals - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • 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. • Written division methods in cases where the answer has up to two decimal places. • How to solve problems which require answers to be rounded to specified degrees of accuracy. • The number and place value system which include larger integers and decimals. <p>Number: Fractions and Percentages - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to compare and order fractions, including fractions > 1. • How to solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. <p>Algebra - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to use simple formulae. • How to generate and describe linear number sequences. • How to express missing number problems algebraically. <p>Measure - Imperial and metric measures - pupils will have the opportunity to develop their knowledge about:</p>

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- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Convert between miles and kilometres.
- Recognise that shapes with the same areas can have different perimeters and vice versa.

- How to solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.

Measure - perimeter, area, and volume - pupils will have the opportunity to develop their knowledge about:

- When it is possible to use formulae for area and volume of shapes.
- How to calculate the area of parallelograms and triangles.
- How to calculate, estimate and compare volume of cubes and cuboids using standard units.

Number: Ratio and proportion - pupils will have the opportunity to develop their knowledge about:

- How to solve problems involving similar shapes where the scale factor is known or can be found.
- How to solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- How to solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

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SCIENCE

Pupils will have the opportunity to continue building on the Year 5 Working Scientifically skills and include:

- Ask questions and develop lines of enquiry based on observations.
- Make predictions using scientific knowledge and understanding.
- Plan and design investigations and experiments to make observations and test predictions.
- Identify independent, dependent and control variables and other factors to be considered when collecting evidence and data.
- Select appropriate techniques, apparatus, and materials during laboratory work, working safely.
- Make and record observations and measurements using a range of methods for different investigations.
- Evaluate the reliability of methods and suggest possible improvements.
- Present observations and data using appropriate methods, including tables and graphs.

Evolution and Inheritance - pupils will have the opportunity to develop their knowledge about:

- Inherited characteristics that are passed on from parent to offspring and how they can lead to variation.
- To explain how inherited characteristics can lead to variation.
- How adaptations are mutations.
- Adaptive traits.
- Ideas about evolution and how they developed over time.
- The terms 'adaptation', 'evolution' and 'natural selection'.
- The evidence demonstrating how plants have evolved.
- Fossil evidence.
- How a living thing has evolved over time.
- The known stages of human evolution.
- How to compare modern humans with members of the same genus and family.
- The fossilisation processes.

Electricity - pupils will have the opportunity to develop their knowledge about:

- Examples of technology which use electricity and those that don't.
- How our understanding of electricity has changed over time.
- How major discoveries affected our understanding and use of electricity.
- The use of different components within a circuit: cells, wire, switch, buzzer, bulb, motor.
- How to represent and reproduce simple circuits in diagrams using recognised symbols.
- The differences between series and parallel circuits.

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	<ul style="list-style-type: none"> • A variety of parallel and series circuits. • The terms 'voltage' and 'current'. • The effects of differing voltage in a circuit.
ADT	
Bridge the Gap! - pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> • Research and evaluate historical and existing structures and apply understanding when developing ideas. • Develop an appreciation of the impact of historical and contemporary bridge engineers and designers' successes and failures. • Use components to build a functioning bridge model. • Understanding the importance of fair testing whilst applying an understanding of forces and how to apply improvements. • Knowing and using the correct technical vocabulary when describing and explaining structures. 	Bridge the Gap! - pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> • The technological development of structures, particularly bridges, including the impact of failed designs. • Structural engineers and designers responsible for inventing innovative structures. • How to build, reinforce and strengthen 3D structures. • The impact forces have on a structure. • How to collect and use different sources of information to generate innovative ideas for designs. • How to accurately form, join and assemble a range of materials. • How to critically evaluate designs and products and apply improvements. • Key technical vocabulary.
COMPUTING	
Pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices. • Design and create a range of programs, systems, and content that accomplish given goals. • Collect, analyse, evaluate, and present data and information. • Identify questions which can be answered using data. • Answer questions from an existing data set. • Apply formulas to data, including duplicating. • Create a formula which includes a range of cells. • Apply a formula to multiple cells by duplicating it. 	Spreadsheets - throughout the term pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> • The relevance of data headings. • What an item of data is. • How to apply an appropriate number format to a cell. • How to build a data set in a spreadsheet application. • How formulas can be used to produce calculated data. • The relevance of a cell's data type. • How to construct a formula in a spreadsheet. • How changing inputs changes outputs. • How data can be calculated using different operations. • Why data should be organised

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FOOD TECHNOLOGY	<i>We are following guidelines from the CLEAPSS GL344 Guidance on practical work.</i>
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Practical cooking and baking. ● Use of kitchen equipment such as food mixers, the grill and the blender. ● Following the correct procedure for washing and drying up. ● Using the rubbing-in method for fruit crumble or scones. ● Create bruschetta, designing and creating fruit smoothies and shortbread. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Food safety and hygiene awareness. ● The Eatwell Guide. ● The Maillard reaction. ● How to create a recipe booklet to include: Food and store cupboard recipes; Good news recipes; Meals on a budget recipe; 6 ingredient recipes; Healthy meals for Key Worker recipes.
GEOGRAPHY	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Locate places studied. ● Understand the effect that physical features can have on the environment. ● Understand how some key physical processes are responsible for the resulting landscape feature. ● Describe hazards from physical environments and ways in which we try to manage them e.g., avalanches in mountain regions. ● Use physical and political maps to describe key physical and human characteristics of regions. ● Investigate an extreme weather event and identify its causes and consequences. 	<p>Extreme Earth - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Plate tectonics and how they create areas of 'Extreme' hazards and changes to landscapes. ● The Earth's extremes, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis. ● How these extremes affect people, communities, and landscapes. ● What affects Earth's climate. ● Where there are extreme temperatures in the world. ● The Water Cycle and causes of drought. ● The differences between a cyclone, typhoon, and a hurricane and what causes them? ● How tsunamis are formed and how their impact can be reduced.
HISTORY	
<p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ● Describe some similarities and differences between periods studied. ● Describe and make links between the relevant causes and consequences of events and changes. 	<p>British History: Crime and Punishment - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How crime and punishment has changed throughout the ages. ● How changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished.

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<ul style="list-style-type: none"> ● Begin to select and organise information to produce structured work. ● Begin to make appropriate use of dates and terms. 	<ul style="list-style-type: none"> ● How changes in society have created changes in the kind of crimes committed. ● How punishment for crimes has changed over time. ● How crime prevention and detection has changed over time and some of the causes of these changes. ● Chronology beyond 1066 and travelling through to the present day, focusing on an aspect of social history.
MFL - FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Write the correct forms of some simple adjectives with a noun. ● Prepare and perform a short talk or presentation. ● Understand simple questions and respond to them. ● Understand the main points and some detail from short written text. ● Learn a French nursery rhyme and poem. ● Present a weather forecast. ● Use some time and frequency words when speaking. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to describe the weather. ● How to describe where they live and who they live with. ● How to describe their house. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ● How to use <i>petit</i> and <i>grand</i>. ● How to use <i>il fait</i> and <i>il y a</i>. ● How to use present tense of <i>habiter</i> (first three person singular). ● How to express an opinion.
MUSIC (on return to school)	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Identify chord types using their ear skills. ● Discuss the effectiveness of a composition and give opinions on the suitability of music for specific purposes. ● Remember names of prominent composers of film music and be able to identify some of their works. ● Compose a soundtrack for a simple short film using techniques and chord types covered this term. 	<p>Music for Film – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Several prominent composers of music for film. ● Some basic composition techniques used within music for film. ● Texture and timbre in music. ● Orchestration and the instruments of the orchestra. ● More complex chord types and understand their uses in composition.

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<ul style="list-style-type: none"> ● Create a score using a combination of graphics and notation for their compositions. ● Interact with music on a more sophisticated level using body percussion. 	
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Basketball</p> <ul style="list-style-type: none"> ● Improve their defending and attacking play. ● Use skills, strategies, and tactics to outwit the opposition. ● To be able to perform each type of pass with greater accuracy and confidence. <p>Dance</p> <ul style="list-style-type: none"> ● Explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. ● Demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. ● Evaluate and assess movements to improve routines. <p>Badminton</p> <ul style="list-style-type: none"> ● Develop techniques as well as implementing and refining strategic play to outwit opponents. ● Demonstrate the essential elements of attack and defence. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Basketball</p> <ul style="list-style-type: none"> ● How to change direction whilst dribbling. ● How to add an end product such as passing after dribbling skill has been perfected. ● How to work effectively together as a team to score a basket. <p>Badminton</p> <ul style="list-style-type: none"> ● How to outwit opponents with movement of the shuttle. ● The Overhead/Underarm Clear. ● Court marking and basic scoring. i.e., winning points and gaining serve. ● How to confidently score a game of singles. ● Where the drop should be aimed for, for it to be most productive and why. ● How to adjust shot selection based on opponents positioning. ● Doubles and singles tactics.
PSHE	
<p>Healthy Me – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Measure their own heart rate before and after exercise. ● Design their own exercise regime. ● Carry out different exercises correctly. 	<p>Healthy Me – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The Eatwell Plate. ● Different exercise regimes and their effects on the body. ● The value of a good workout routine. ● How the media and celebrity culture promotes certain body types.

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<p>Our Wonderful World - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Create a product from recycling household items. ● Discuss with parents what can be done to help areas under threat. ● Plan, prepare and conduct a persuasive speech. 	<ul style="list-style-type: none"> ● How photos are edited and understand why companies use photoshopped images to sell their products. ● The different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures. ● What makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy. ● The importance of oral hygiene and looking after teeth. <p>Our Wonderful World - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to save/reduce water in their household. ● The Water Cycle. ● How a landfill operates. ● The causes and effects of climate change. ● Greenhouse gases. ● Biodiversity and what makes up an ecosystem. ● Deforestation and its impact on animals.
<p>RELIGIOUS EDUCATION</p>	
<p>Judaism - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. ● Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. ● Identify and begin to describe the similarities and differences within and between religions. ● Investigate the significance of religion in the local, national and global communities. 	<p>Judaism - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The beliefs and practices of Judaism. ● Religious language specific to Judaism. ● How Judaism has contributed to world civilisation. ● The history of Judaism. ● How Jewish people demonstrate their beliefs through their practices and behaviours. ● The importance of tradition and community in Judaism.

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| <ul style="list-style-type: none">● Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.● Describe and begin to understand religious and other responses to ultimate and ethical questions g use specialist vocabulary in communicating their knowledge and understanding.● Use and interpret information about religions from a range of sources. | |
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