



Y6 Curriculum Overview - Spring

ENGLISH

Pupils will have the opportunity to develop the following skills:

- Make comparisons across books.
- Provide reasoned justifications for their views.
- Explain and discuss their understanding of what they have read through presentations and debates.
- Recommend books they have read to peers and give reasons for their choices.
- Prepare poems to read aloud and perform using intonation, tone and volume so that the meaning is clear to an audience.
- Recite part of *The Lady of Shalott* by heart.
- Discuss how authors use figurative language, considering the impact on the reader.
- Recognise how language, structure and presentation contribute to meaning.
- Recognise simple recurring literary language in stories and poetry.
- Predict what might happen from details stated and implied.
- Draw inferences such as characters' feelings, thoughts and motives from their actions and justify my detailed inferences with evidence.
- Distinguish between statements of fact and opinion.
- Retrieve and record information succinctly from non-fiction texts.
- Summarise the main ideas drawn from a chapter within a novel.

Texts: Oranges In No Man's Land (Elizabeth Laird)
Refugee Boy (Benjamin Zephaniah)

Excerpts from

Journey to Jo'burg – Beverley Naidoo

Poetry

War Photographer – Carol Ann Duffy

We Refugees – Benjamin Zephaniah

Pupils will have the opportunity to develop their knowledge of:

- The 1975 - 1990 Lebanon civil war and how it affected Beirut;
- Experiences of refugees both in London and in Beirut;
- Retrieving and recording information from non-fiction texts and making notes.
- Using inference and justifying their thoughts with evidence.
- Writing blurbs to encourage others to read a chosen text.
- Distinguishing between fact and fiction and recognising bias and prejudice.
- How to draw conclusions across a range of stories and discussing preferences.
- Presentational features in different text-types.
- Biographical writing.
- The political climate in Ethiopia and Eritrea.
- Experiences of refugees in the UK.
- Using the passive voice for effect.

The grammar and vocabulary requirements of the KS2 curriculum.

Through studying vocabulary & grammar this year, pupils will develop and consolidate their knowledge about:

- Using the full range of taught punctuation accurately and for effect.
- Marking independent clauses by using a dash accurately.

	<ul style="list-style-type: none"> • 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.
MATHS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Identifying the value of each digit in numbers given to 3 decimal places • Multiplying by 10, 100 and 1000 • Multiplying single digit numbers with up to two decimal places by whole numbers • Problem solving with rounding using specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages including a range of different contexts • Use simple formulae • Generate and describe linear number sequences • Find pairs of numbers that satisfy an equation with two unknowns • Solve problems involving the calculator and conversion of units of measure • Convert measurements of length, mass, volume and time using decimal notation up to three decimal places • Recognise that shapes with the same areas can have different perimeters and vice-versa • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using cm³ and m³ • Solving problems involving relative sizes of two quantities where missing values can be found by using integer multiplication and division facts 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Decimals</p> <ul style="list-style-type: none"> • Strategies for multiplying and dividing decimals by whole numbers • Multiplying and dividing by 10, 100 and 1000 • Strategies for calculating percentages • Relationship between fractions and decimals <p>Percentages</p> <ul style="list-style-type: none"> • Ordering fractions, decimals and percentages • Equivalent fraction, decimal and percentages • Percentages of an amount <p>Algebra</p> <ul style="list-style-type: none"> • The concept of algebra • Finding rules in algebra • Forming equations • Substitution • Formulae • Solving one and two-step equations <p>Measurement - converting units</p> <ul style="list-style-type: none"> • Converting metric measurements • Miles and kilometres • Imperial measurements <p>Measurement - area, perimeter and volume</p> <ul style="list-style-type: none"> • Area and perimeter

<ul style="list-style-type: none"> Solve problems with unequal sharing and grouping using knowledge of fractions and multiples 	<ul style="list-style-type: none"> Area of a triangle Area of a parallelogram What is volume? Volume of a cuboid <p>Ratio</p> <ul style="list-style-type: none"> Introducing ratio Calculating ratio Using scale factors Ratio and proportion problem solving
SCIENCE	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <ul style="list-style-type: none"> 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 taken into account 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. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Inheritance Adaptation Theory of Evolution Evidence for Evolution Human evolution Fossils <p>Electricity</p> <ul style="list-style-type: none"> Electricity over time Electrical circuits Parallel and series circuits Voltage and current
ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Storytelling in art 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Myths and Legends</p>

<ul style="list-style-type: none"> • Collage • 3D sculpture making • Collaborative working • Pattern making • Creating a sculpture from design. • Ancient art and mythology • Patterns • How to make paint. 	<ul style="list-style-type: none"> • Collage – Students will be able to select appropriate materials and be able to apply them correctly to their collage piece • Sculpture – Students will learn how to create a papier mache 3D sculpture and decorate it according to their design. Students will also be better at creating a sculptured collage tile to demonstrate technique. • Drawing – Students will be better at creating patterns. • Story Telling - Students will learn about the importance of storytelling and using imagery to tell your story. • Greek mythology - they will learn about art and artefacts from Greek mythology and learn about ancient pottery and sculpture techniques. • Ancient art - they will develop their knowledge about ancient artistic techniques, how paint was made and hoe patterns were developed and why. <p>Students will study Mythology, legends and storytelling in art.</p>
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Webpage creation</p> <ul style="list-style-type: none"> • To create websites for a chosen purpose. • To identify what makes a good web page • To use their research to design and evaluate their own website using Google Sites. • To understand the copyright and fair use policy when using media from other places. <p>3D Modelling</p> <ul style="list-style-type: none"> • Using a computer to produce 3D models. • To initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Information Technology:</u></p> <ul style="list-style-type: none"> • Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Using technology safely, respectfully, and responsibly; • Recognising acceptable/unacceptable behaviour. • Identifying a range of ways to report concerns about content and contact • Speed typing using two hands - developing their typing skills with increasing confidence and control. • School 360 in order to complete computing work electronically culminating in an online digital assessment. <p><u>Computer Science:</u></p>

	<ul style="list-style-type: none"> Selecting, using, and combining a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. <p><u>Digital literacy & Citizenship:</u> Throughout the year students will have the opportunity to develop their knowledge about: Their self-awareness by reflecting critically on their behaviour and its impact on others. Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</p>
FOOD TECHNOLOGY (TEXTILES)	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> To thread a needle. To research and evaluate existing designs. To design and make a cross stitch image. Using a needle carefully and correctly. To evaluate their ideas and products against a given criteria. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Textiles: cross stitch images</p> <ul style="list-style-type: none"> How to work safely within the textile classroom. Existing cross designs. The history of cross stitch. How to thread a needle. How to perform a basic cross stitch. How to design a template for their own design following a design template to create their own design image.
GEOGRAPHY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Compare atlas maps of Britain showing physical geography and geology. Consider different viewpoints. Classify sources (renewable / non-renewable). Identify the problems of hill sheep farming. 	<p>How is the natural environment managed for our purposes? Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Britain's natural resources, clean and renewable. Kielder Forestry Commission. Growth of trees to production of wood. Farming Natural resources. Rocks and soils. Glass and concrete production.

	<ul style="list-style-type: none"> • Sustainability.
HISTORY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Question whether a source is suitable and give a reason why. • Address, and devise, historically valid questions about change, cause, similarity and difference, and significance. • Identify and compare causes of events in the past and present. • Describe the main changes in a period of history. • Give a broad overview of life in the times studied. • Develop knowledge through extended written answers and show understanding of concepts. • Note connections, contrasts, and trends over time. • Develop the appropriate use of historical terms. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Which World War had the greatest impact on Bellingham?</p> <ul style="list-style-type: none"> • Key facts about WWI and WWII. • Bellingham Heritage Centre. • WWI army camps at Hareshaw and Redesdale. • Northumberland Fusiliers. • Conscription. • The Lych Gate (Bellingham cemetery). • Ernest Clegg. • Dead Man's Penny. • Children's Peace Tea. • Employment 1914 & 1919. • Soldiers who didn't return in 1918. • Land Army Girls. • Evacuees in Bellingham. • Brownrigg Girls School Camp. • Soldiers of WWII. • VE Day in Bellingham. • Nichol T Batey. • Employment 1939 & 1946.
MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Describe the type of house they live in. • Describe the rooms in their house. • Extend answers with adverbs. • Identify instructions in a recipe. • Identify ingredients in a Chandeleur recipe. • Give simple opinions, positive and negative. • Continue to build on dictionary skills. • Letter writing format and vocabulary. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Vocabulary to describe where they live. • Adverbial phrases. • Positive and negative opinions. • Asking and answering simple questions. • Letter writing. • Describing the weather.

<ul style="list-style-type: none"> • Present a weather report. • Describing the weather. 	
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Singing as part of a group, with confidence and with using gradual dynamics. • Articulate responses to a wide range of music using 7 musical elements. • Basic keyboard techniques. • Team work. • Playing by ear. • Reading basic staff notation. • Composing in ternary form. • Using single-fingered chords. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • A range of keyboard instruments and their history. • A wider range of musical instruments. • The composers Couperin and Scott Joplin. • Staff notation. • Chords.
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Hockey</p> <ul style="list-style-type: none"> • Dribble a ball with control • Demonstrate a legal tackle in a game • Demonstrate a push and a hit with control • Beat an opponent with the ball <p>Dance</p> <ul style="list-style-type: none"> • Control in musicality • Contribute ideas to your group and work cooperatively with others • Develop own dance based on what has been learnt in lessons <p>Badminton</p> <ul style="list-style-type: none"> • Demonstrate an underarm and flick serve • Play a forehand shot • Perform a rally with a partner 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Hockey</p> <ul style="list-style-type: none"> • Ball Familiarisation • Passing • Dribbling and turning • Turning • Shooting <p>Dance</p> <ul style="list-style-type: none"> • <i>Delivered by specialised external coach</i> <p>Badminton</p> <ul style="list-style-type: none"> • Introduce the Grip and ready position • Introduce the Overhead/Underarm Clear • Introduce the Drop shot • Introduce the Smash • Doubles and singles tactics <p>Orienteering</p> <ul style="list-style-type: none"> • What orienteering is • The names of some symbols on a map

<ul style="list-style-type: none"> • Return a ball that is fed to you <p>Orienteering</p> <ul style="list-style-type: none"> • Complete a basic orienteering course • Plan a basic course with h 	
PSHE	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Set success criteria so that I will know whether I have reached my goal. • Identify problems in the world that concern me and talk to other people about them. • Work with other people to make the world a better place. • Empathise with others who are suffering, or who are living in difficult situations. • Give praise and compliments to others, recognising their contributions and achievements. • Measure their own heart rate before and after exercise. • Design their own exercise regime. • Carry out different exercises correctly. • Recognise stress and the triggers which cause this. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Personal learning goals. • Self-motivation. • Discussing problems. • Helping to make a difference. • Recognising our achievements. <p>Healthy Me:</p> <ul style="list-style-type: none"> • Taking responsibility for health and wellbeing. • Drugs. • Exploitation. • Gangs. • Emotional & mental health. • Managing stress and pressure.
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Explain why individuals and communities may have similar and differing values. • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. • Explore the various dimensions within a religion or worldview in order to reflect upon the diversity within and between faith communities. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Judaism: Why are books special to Judaism?</p> <ul style="list-style-type: none"> • The Tenakh. • The importance of the Torah. • How and why Jewish people study. • Why books are special to Judaism. <p>Christianity: Do the messages from stories of Christianity have similarities?</p> <ul style="list-style-type: none"> • The story of Ruth and Naomi. • How the stories in the Bible are interlinked.

	<ul style="list-style-type: none">• Daniel and the Lion's Den.• Modern religious persecution.• The term 'parable'.• Parables Jesus told his disciples.• Christian baptism.• The story of John the Baptist.
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