



## Year 6 Curriculum Information – Spring

**RESPECTFUL**

**INSPIRATIONAL**

**HONEST**

**COMPASSIONATE**

**ILSHAM**

**COURAGEOUS**

### English

As writers, we will be learning how to employ a wide range of techniques to persuade and inform our target audiences. The children will be learning how to write persuasive pieces, using a range of techniques, relating predominantly to Climate Change. Following this, they will be learning how to use specific devices to write to inform in the form of newspaper reports. We will be following the Read Write Inc. Spelling programme with an initial focus on suffixes.

In Reading, we be engaging with a range of both fiction and non-fiction texts, encompassing the Suffragettes, Greta Thunberg and Beetle Boy (by M.G.Leonard).

### MFL (French)

As linguists, the children will be developing their listening, reading, writing and pronunciation skills through interactive activities, rehearsals and independent work. We will learn the key vocabulary and sentence structures required to discuss both our pets and the weather.

### Geography

As geographers, we will be looking at fair trade and sustainability. We will look at where products come from and then how far they must travel to get to our homes. It is a fascinating topic, and we look at who makes the most profit out of food production.

### Maths

We will begin by exploring ratio and proportion and work to solve problems involving the relative size of two quantities, the calculation of percentages for comparison, similar shapes and unequal sharing. We will then progress to algebra. The children will be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations.

Spring 2 begins with furthering our understanding of fractions, decimals and percentages before progressing to area, perimeter and volume. The Term will finish with work on Statistics.

### Science

As scientists, the children will be learning about Evolution and Inheritance. The children will recognise how living things have changed and adapted and that offspring are of the same kind as, but not identical to, their parents. They will also explore fossils, how fossils are formed and what we can learn from them about evolution over time.

### History

As historians, the children will be answering our key question: How did women get the vote in Britain? They will build on previous learning to consider what life was like for various groups in the Victorian era and how democracy functioned. Following this, they will explore the impact of the suffragists and the suffragettes. We will end the term by considering how World War 1 changed peoples' perception of women. The children will deepen their understanding of historical sources and knowledge of chronology.



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### **Physical Education**

We begin the Spring Term by focussing on the skills necessary to play both tennis (net and will game) and rounders (invasion game). We will be focussing on developing core skills, hand/eye coordination, striking and fielding.

Following this, in Spring 2, we will be developing the skills needed to play hockey (invasion game) and take part in varying areas of athletics aa (in preparation for Sport's Day).

### **R.E**

In Autumn 1, the children will be contemplating the question - Why do Hindus want to be good? We will explore key Hindu concepts about life, duty, death and rebirth and how these concepts might impact the way that a Hindu person lives their life.

After half term, we will exploring what Christians believe Jesus did to 'save' people. The children will explore the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Will consider what Christians mean when they say that Jesus's death was a sacrifice, how Christians remember the sacrifice made by Jesus through Holy Communion and how Christians put their beliefs into practice.

### **Relationships and Health Education**

Our first RHE Unit explores what it means to belong to a community. The children will consider what prejudice and discrimination mean and develop strategies to safely respond to and challenge discrimination. We will also learn how to recognise stereotypes and their influence and how to challenge these. Our focus for Spring 2 is media literacy and digital resilience followed by Money and Work. The children will learn how to stay safe online, how images online may be manipulated and strategies to manage time spent online. They will also develop their understanding of money and future career aspirations in the work place.

### **Computing**

In Spring 1, our programming focus is variables in games. The children will be learning to explain why variables are used in programs and designing and creating their own project that builds on previous examples.

Later on in the term, we will focus on how data and information are used in spreadsheets. The children will identify that objects can be described using data, apply formulas to data and create their own spreadsheets.

### **Music**

Spring Term starts with a focus improvisation and composition, as the children focus on writing protest songs, inspired by the Suffragettes. Following this, the children will continue to learn about notation, rests and key signatures. They will explore major and minor keys and how this impacts compositions.

### **Art and/or Design Technology**

Lubaina Himid, is our inspiration for this term in Art studying her life and work and, importantly, how she was pivotal in inspiring and leading the Black Arts Movement.

In Design Technology, the children will evaluating and designing their own 3D products, working with a range of materials and developing skills.