Year 6
Parent Curriculum Information
Spring Term 2024

English

Class Novel 1: Who Let the Gods Out (Maz Evans)
Class Novel 2: Holes (Louis Sacher)

Class Poem: The Highwayman (Alfred Noyes)
Poetry Form: Narrative Poetry

Core Text: Mythologica: an encyclopaedia of gods, monsters and mortals from Ancient Greece.
Mentor text with description and illustrations of mythical monsters.
Written Outcome: Information Text about Greek Mythical Creatures

Core Text: Theseus and the Minotaur/Perseus and Medusa (The Usborne book of Greek Myths and Legends)
Mentor text. Children will explore the features of this text type and compare with other traditional tales.
Written Outcome:
Children to write their own version of Perseus and Medusa focussing on character development.

Core Text: Holes by Louis Sachar
Novel set in Texas. The book has a complex plot line which gives the readers flashbacks which impact on the conclusion of the story.
Written Outcome
Setting Description and Formal/Informal Letters

Core Text: The Highwayman by Alfred Noyes
Classic narrative poem exposing the children to archaic language.
Written Outcome
Recount of the story from a chosen character's perspective

Core Visual Text: Alma (animation)
This allows children to build on their learning from their tension and suspense writing in Y5. Animation serves as an effective stimulus for the children's writing.
Writing Outcome:
Narrative writing with a focus on developing tension and suspense in writing.

Children will learn key objectives from the Year 6 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting.
In addition, children will have daily Sounds Write sessions to help them to apply their phonic knowledge to spelling.

Mathematics

Fractions
- **Multiply fractions by** integers
- Multiply fractions by fractions
- Divide a fraction by an integer
- Mixed questions with fractions
- Fraction of an amount
- Fraction of an amount – find the whole

Geometry
- Compare and classify geometric shapes based on their properties
- Nets of 3D shapes
- Regular and irregular polygons
- Identifying types of lines
- Identifying and naming 3D shapes
- Lines of symmetry
- Completing a symmetric figure

Ratio
- Add or multiply?
- Use ratio language
- Introducing the ratio symbol
- Ratio and fractions
- Scale drawing
- Use scale factors
- Similar shapes
- Ratio problems
- Proportion problems and recipes

Fractions, Decimals and Percentages
- Decimal and fraction equivalents
- Fractions as division
- Understand percentages
- Fractions to percentages
- Equivalent fractions, decimals and percentages
- Order fractions, decimals and percentages
- Percentage of an amount – one step
- Percentage of an amount – multi-step
- Percentages – missing values

Area, perimeter and volume
- Shapes – same area
- Area and perimeter
- Areas of a triangle – counting squares
- Area of a right-angled triangle
- Area of any triangle
- Area of a parallelogram
- Volume – counting cubes
- Volume of a cuboid

Angles
- Measure and classify angles
- Calculate angles
- Vertically opposite angles
- Angles in a triangle
- Angles in a triangle – special cases
- Angles in a triangle – missing angles
- Angles in a quadrilateral
- Angles in polygons
- Draw shapes accurately

Algebra
- One-step function machines
- Two-step function machines
- Form expressions
- Substitution
- Formulae
- Form equations
- Solve one-step equations
- Solve two-step equations
- Find pairs of values
- Solve problems with two unknowns

Science

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Physical Education (PE)

Hockey

- Create and use space to help the team.
- Dribble, pass, receive and shoot the ball with increasing control. under pressure.
- Select the appropriate action for the situation and make this decision quickly.
- Use marking, tackling and/or interception to improve their defence.
- Use the rules of the game consistently to play honestly and fairly.
- Work collaboratively to create tactics with the team and evaluate the effectiveness of these.
- Work in collaboration with others so that games run smoothly.
- Recognise own and others' strengths and areas for development and suggest ways to improve.

Fitness

- Change running technique to adapt to different distances.
- Collect, record and analyse scores to identify areas of most improvement.
- Work with others to organise, manage and record information at a station.
- Encourage and motive others to work to their best.
- Understand that there are different areas of fitness and how this helps in different activities.
- Understand the different components of fitness and ways to test and develop them.
- Work to the maximum consistently when presented with challenges.

Dance

- Choreograph a dance and work safely using a prop.
- Lead a small group through a warm-up routine.
- Perform dances confidently and fluently with accuracy and good timing.
- Refine the way of using actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- Use appropriate language to evaluate and refine own and others' work.
- Use feedback provided to improve the quality of the work.
- Work creatively and imaginatively alone, with a partner and in a group to choreograph and structure dances.

Gymnastics

- Combine and perform gymnastics actions, shapes and balances with control and fluency.
- Create and perform sequences using compositional devices to improve the quality.
- Lead a small group through a short warm-up routine.
- Use appropriate language to evaluate and refine own and others' work.
- Work collaboratively with others to create a sequence.
- Understand how to work safely when learning a new skill.
- Understand what counter balance and counter tension is and show examples with a partner.

Religious Education (RE)

Multifaith: Beliefs and Meaning

Is anything ever eternal?

- Raise questions about issues that cause people to wonder and investigate some answers to be found in religious writings and teachings
- Explain why Christians believe some things are eternal and the difference this makes to them
- Offer opinion on whether anything is eternal

Christianity: Easter

Is Christianity still a strong religion 2000 years after Jesus was on Earth?

- Investigate how Christians are inspired by their faith and make links between belief and action
- Explore the impact/influence of religion on communities
- Explain arguments to suggest Christianity is a strong religion today and also give you the opposing arguments

<table>
<tr><th>Geography</th><th>History</th></tr>
<tr><td>All Around the World
Identify the position and significance of the Equator Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle
Identify the position and significance of latitude, longitude, Equator and the Tropics of Cancer and Capricorn
Explain why lines of significance might be helpful
Determine coordinates of own locality and compare with other countries all around the world.
Find cities with the same latitude or longitude and describe their locations
Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)
Compare locations across different time zones.
Locational knowledge
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</td><td>The Ancient Greeks
Ancient Greece - a study of Greek life and achievements and their influence on the Western World
Know when the Ancient Greek civilisation was.
Identify where Greece is and name the main cities in Ancient Greece.
Use artefacts to make inferences about life in Ancient Greece.
identify and explain the differences between the cities of Athens and Sparta.
Describe what life was like for women in Ancient Greece.
Identify what the Olympic Games looked like when held in Ancient Greek times and make comparisons to the modern Olympics.
Explain how and why the Ancient Greeks influenced our lives today.</td></tr>
<tr><th colspan="2">Computing</th></tr>
<tr><td>Programming: Intro to Python
Solve problems by decomposing them into smaller parts
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</td><td>Data Handling: Big Data 1
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</td></tr>
<tr><td>Online Safety: Creating a positive online reputation
Describe what a positive online reputation is
Explain strategies to create a positive online reputation</td><td>Online Safety: Capturing Evidence
Know a range of strategies to collect evidence
Know who to share evidence with to help me</td></tr>
<tr><th>Art</th><th>Design Technology</th></tr>
<tr><td>Making my voice heard
Know about different styles of graffiti art
Create their own graffiti tag using key features
Understand how Kathe Kollwitz’s art is based on difficult experiences
Use charcoal to draw lines to create a simple portrait of a face and add to this to show an emotional expression
Understand the symbolism used by Picasso in ‘Guernica’
Plan and create a composition in this style using symbols and tones of black, grey and white to create effect and maintain balance
Create clay sculptures of a head conveying messages or emotions, building on portrait work</td><td>Electrical Systems: Steady Hand Game
Creating a functioning homopolar motor.
Identifying components in a steady hand game and designing one of their own according to their design criteria, using four different perspective drawings.
Creating a secure base with neat edges that relates to their design.
Making and testing a functioning circuit and assembling it within the case.
Assemble and complete the electronic game</td></tr>
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<tr><th colspan="2">French</th></tr>
<tr><td>Spring 1: Describing things and people / Expressing likes and saying what I and others do
Phonics: the SSC (sound-symbol correspondences) taught this block are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]
Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months
Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean ‘it’, plural definite article (les), using aimer | détester + definite article, revisit intonation questions (including with comment, quand)</td><td>Spring 2: Describing me and others / Saying what I and others have
Phonics: the SSC (sound-symbol correspondences) taught this block are:[a] [o] [e] [i] [u]; Silent Final Consonant [SFC] -t, -s, -d; Silent Final E [SFe]; [an/en]; open and closed [eu]; [ch] [au/eau/o/ô]; [on] [ou]
Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, ‘I have a present for’ story
Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</td></tr>
<tr><th colspan="2">Music</th></tr>
<tr><td>Film Music
Exploring and identifying the characteristics of film music.
Creating a composition and graphic score to perform alongside a film.</td><td>Musical Themes and Variations (Pop Art)
Exploring the musical concept of theme and variations
Discover how rhythms can ‘translate’ onto different instruments.</td></tr>
<tr><td colspan="2">Violin tuition for the group of pupils choosing to continue following on from whole class sessions</td></tr>
<tr><th colspan="2">PSHE+C</th></tr>
<tr><td>Dreams and Goals
Personal learning goals, in and out of school
Success criteria
Emotions in success
Making a difference in the world
Motivation
Recognising achievements
Compliments</td><td>Healthy Me
Taking personal responsibility
How substances affect the body
Exploitation, including ‘county lines’ and gang culture
Emotional and mental health
Managing stress</td></tr>
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