



## YEAR 6 – SPRING TERM 2023

### Golden Threads



- Sustainability
- Diversity
- Religion

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

### Cultural Capital

- Broader understanding of the world.
  - Vocabulary
  - Cultural experiences
  - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

### British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

## ENGLISH

### Grammar, punctuation and spelling

- Use a range of grammatical features within writing, including: adverbial phrases, relative clauses, range of sentence lengths, wide range of conjunctions, passive and active voice and expanded noun phrases.
- Use a wider range of punctuation in writing, including parenthesis, inverted commas, commas to clarify meaning, dashes and hyphens, ellipsis, semi colons and colons.
- Explore spelling patterns and rules: including prefixes and suffixes, homophones, irregular plurals.

### Writing

- Journey to Jo'burg – describe settings, characters and atmosphere; organisational features of non-chronological reports including the full range of punctuation of KS2; writing in different formalities and viewpoints – a letter.
- Blogs – writing for different purposes, expressing opinions and supporting ideas with extra information, idioms and hyperbole (exaggerations)
- Alma – describe settings, characters and atmosphere, develop emotive and descriptive language across a whole text, build suspense.
- Fire-work Maker's Daughter – describe life in another setting, develop action through paragraphs, develop use of cohesive devices, integrate dialogue and use it to move the narration on.

### Reading

- Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Fluently and effortlessly read a wide range of texts.
- Read and retrieve relevant key information from a range of fiction and non-fiction texts.
- Make comparisons within and across books



Vocabulary – for effect

Tolerance of different faiths and beliefs – different lifestyles and experiences

## MATHS

### Ratio

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

### Algebra

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.

### Decimals

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in cases where the answer has up to two decimal places.



Vocabulary – Understanding of maths vocabulary.

Personal skills – Using maths within real-life contexts.

### Percentages

- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Solve problems involving the calculation of percentages and the use of percentages for comparison.

### Perimeter, Area and Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume.
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units

### Statistics

- Read, interpret and draw line graphs.
- Read interpret and draw pie charts
- Use of percentages with pie charts
- Radius, diameter and circumference of circles.

## RE

### Creation

- Understand and explain the events of Creation as explained in Genesis 1 and discuss the ways that this can be interpreted.
- Make clear connections between Genesis 1 and Christian belief about God as a creator.
- Show an understanding of why many Christians find science and faith go together.

### Resurrection

- Explain what people mean by resurrection
- Explain how resurrection is significant within the Easter story and how this is expressed through art
- Explain our own response to the concept of resurrection through painting



*Vocabulary - associated with Creation and Resurrection*



*Mutual respect - Deepen understanding of Christianity.*

*Respect different people's views and beliefs.*



*Religion – religion vs science*

## HISTORY

Why did migrants come to Britain, what were their experiences and what was the impact of migrants to Britain?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



*Diversity – Which migrant groups moved to Britain and when? Legacy of what migrants brought to British society.*

## GEOGRAPHY

Why did migrants come to Britain, what were their experiences and what was the impact of migration to Britain?

Locate the countries of the world from where the migrants came to Britain from and where they settled. Use Ordnance Survey maps to build their knowledge of the UK.



*Rule of law/Democracy – how laws and rights differ. Tolerance of other faiths and beliefs – learning about other cultures.*



*Diversity – understanding geographical impact on cultures.*



*Broader understanding of the world – Which countries did the migrants come from?*

## PSHE

### Keeping Myself Safe

- Understand the ease with which something posted online can spread.
- Describe safe behaviours when using communication technology.
- Know how to keep information private online.
- Understand some of the basic laws in relation to drugs.
- Describe some of the effects and risks of drinking alcohol.
- Suggest positive ways people can get their emotional needs met.

### Rights and Respect

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.
- Know the legal age (and reason behind these) for having a social media account.
- Describe the different ways money can be saved, outlining the pros and cons of each method
- Explain what is meant by living in an environmentally sustainable way
- Suggest actions that could be taken to live in a more environmentally sustainable way
- Recognise reasons for rules and laws; consequences of not adhering to rules and laws



*Democracy -elections, Individual liberty – Human rights Mutual respect – listening and respecting others in context.*

## SCIENCE

### Animals and humans

- The circulatory system.
- Measuring pulse rate investigation.

### Evolution and inheritance

- Evolution - Darwin.
- Adaptation lead to evolution.

### Living Things

- Introduction to reasons for classification.
- Identify living things using keys.

### Electricity

- Compare and give reasons for variations in how components function, including the brightness of bulbs

### Light

- Refraction
- Understanding how shadows are formed.



*Vocabulary - Scientific vocabulary*



*Mutual respect - in collaborative group work.*

## MFL

### Las Ropas

- Compare and contrast Spanish culture and traditions with those of the UK—New Year.
- Create and share sentences to describe clothes using interesting and exciting vocabulary which demonstrate understanding and use of accurate grammar.
- Devise a fashion show.
- Retell the Easter story in Spanish.



Diversity - Intercultural understanding



Vocabulary - associated with clothes and Easter

## MUSIC

### A New Year Carol and You've Got a Friend

- To know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Describe the structure of the song.
- Identify the instruments/voices they can hear.
- Talk about the musical dimensions used in the song
- Perform through singing or playing an instrument.



Broader understanding of the world – listen and appraise music from across the world.

## ART

### Explore Identity

- Discover how artists use layers and juxtaposition to create artwork which explores identity.
  - Make own layered portrait
- Digital artist, Mike Barrett



Diversity – Artists from different backgrounds and time periods.

## COMPUTING

### Online Safety

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Rule of Law – Knowing age restrictions  
Individual liberty – Choice on what is put online

### Physical Computing Crumble Kits

- Design, write and debug a program to. control a physical system.
- Work with an ultrasonic sensor as an input.
- Work with a motor as an output.
- Use selection in a program.
- Use variables in a program.

Cultural experiences – exposure to computer technology.



Vocabulary – related to computing and ICT.  
Personal skills – problem solving, creation

## PE

### Gymnastics

- Perform increasingly complex sequences.
- Combine own ideas with others to build sequences.
- Compose and practise actions and relate to music.
- Show a desire to improve across a broad range of gymnastics actions.

### Dance

- Use professional examples to inspire ideas for explosive action.
- Own and explore new movement possibilities.
- Work with devices to add interest to action and explore different types of jumps.

### Netball

- Develop attack, defence and teamwork skills in netball.
- Choose the most appropriate tactics for a game.
- Work alone, or with team mates to gain points of possession.

### Tennis

- Play competitively against others.
- Work hard to challenge self to improve consistency of shots.
- Implement basic tactics in gameplay and score games using an appropriate scoring system



Personal skills - Achieving goals



Mutual respect - working as a team, competitive play, sportsmanship.

## DT

### Food

**Design, make and evaluate cuisine from Asia for children to appreciate the legacy of migrants to Britain.**



Broader understanding of the world - exploring Indian culture and food linked to celebrations.



Sustainability – using foods in season and from the locality.