

# Year 6 Curriculum Information Spring 1 2025

## English

Fiction: To write a short story written in the first person including dialogue to advance the action (linked to **The Explorer** by Katherine Rundell)

- Read a range of first person narratives, exploring the audience and purpose of each one
- Explore the structure and tone of a first person narrative
- Revise the success criteria for writing dialogue (punctuation and using action to convey character)

Non-Fiction: Report text - Non chronological report (topic link)

- Immerse the children in reports, including writing and shared reading
- Explore organisational devices to structure the text - introduction, paragraphs, diagrams with captions, sub-headings, conclusion
- Discuss and explore the audience and purpose of a range of non chronological reports

Spelling, Punctuation and Grammar

- Adding the prefix '-over'
- Words with the suffix '-ful'
- Words that can be nouns and verbs
- Words with an /oa/ sound spelled 'ou' or 'ow'
- Words with a 'soft c' spelled 'ce'
- Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'
- Emotion, consequence (Alan Peat)
- Integrate dialogue to advance action and convey character

## Maths

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer 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
- Use simple formulae
- Generate and describe linear number sequences
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Express missing number problems algebraically
- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Multiply 1-digit numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places
- Solve problems involving addition, subtraction, multiplication and division

## **Science - Evolution and inheritance**

- Building on what they learned about fossils in Year 3, children find out more about how living things have changed over time. They are introduced to the idea that characteristics are passed from parent to their offspring, but that they are not exactly the same
- They should also appreciate that variation over time can make animals more or less likely to survive in particular environments (adaptation). Children look at evolution and Charles Darwin's theory of natural selection

## **Geography - Protecting the environment: Are we damaging our world?**

- In this unit, the children will describe and understand key aspects of the distribution of natural resources including energy, minerals and water
- They will use maps, atlases and globes to locate countries and describe features studied
- They will use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world
- They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

## **PSHE – Dreams and Goals - Jigsaw**

- In this Puzzle, the children share their own strengths and further stretch themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning
- The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments

## **Computing – iProgram**

- Program sprites to respond to movement using if..then statements
- Program something to happen when one sprite touches another
- Program a sprite to navigate a maze using sensing and motion blocks
- Explain how variables have been used in a program
- Program a game which uses a variable to track 'lives'
- Design a computer game
- Create a program according to a design
- Detect and correct errors in programs

## **RE - Is it better to express religion in arts and architecture or in charity / generosity?**

- Children will find out lots of information about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive
- Notice, list and explain similarities and differences between Christian and Muslim sacred buildings
- Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity
- Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive
- Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/geometrical art vs representational art, narrative art from the life of Jesus and the art inspired by the text of the Qur'an)
- Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important

## Art – Monet and Impressionism

- In this unit of work pupils will explore what Impressionism is and where and when it began
- They will explore some of Monet's landscape and city paintings
- Explore the artwork Monet produced in his later years at his garden in Giverny
- Review the life and work of Claude Monet

## PE - Fair, Share, Dare

The 'fair share dare' unit aims to develop the social skills of cooperation and collaboration along with the bravery and curiosity to try new things. These are important aspects of whole-child development in PE. The unit aims to develop a strong team ethic within the class and set firm expectations around how children work together in PE. This strong collaborative foundation is needed in order to successfully explore challenges and competition in PE.

## Music

Wider Opportunities - **Ukulele**. Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C. Listening = Ukulele pieces (mixed styles including Somewhere over the Rainbow by Israel "IZ" Kamakawiwo'ole)

## Spanish

Revision & consolidation of previous learning:

- Likes and dislikes (of plural objects) & other expressions to show feeling
- Adjectives and adjectival agreement
- New verb infinitives, locations & conjunctions
- Pronunciation (complex soft & hard sounds)
- Time (quarter to) & number to 0-99
- Dictionary work & storybooks

## Home Learning Opportunities

- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your reading book and record every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Wednesday** and **Friday** - to be worn all day (don't forget to put trainers/pumps in your bag)