Greenside Primary School

Curriculum Overview

Year 6 – Spring term

Spring 1

- English
- Mathematics
- Topic –Extreme Environments
  - History
  - Geography
  - Music
  - Art and Design
- Science
- Computing
- Religion
- PE

Spring 2

- English
- Mathematics
- Topic – Extreme Environments
  - History
  - Geography
  - Music
  - Art and Design
- Science
- Computing
- Religion
- PE

English

Our English lessons are blocked into fortnightly topics. Each week children are taught a range of lessons which equip them with skills in reading, writing, grammar and spelling. Children complete a big write every Friday as part of their literacy lesson.

Week 1 and 2 Focus	Explanation Texts
Week 3 and 4 Focus	Narrative- Fantasy
Week 5	Assessment
Week 7 and 8 Focus	Balanced Argument
Week 9 and 10 Focus	Stories with Flashbacks
Week 11 Focus	Non-Chronological Reports
Week 12 and 13 Focus	Biography

Throughout the term we will work on developing understanding of a range of grammatical features and structures, as well as developing skills of reading comprehension in a number of different ways.

Grammar focus	**Reading Focus**
- Pupils should be taught to: - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - use passive verbs to affect the presentation of information in a sentence - use the perfect form of verbs to mark relationships of time and cause - use expanded noun phrases to convey complicated information concisely - use modal verbs or adverbs to indicate degrees of possibility - use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - ***indicate grammatical and other features by:*** - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing

- using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading.	understanding through intonation, tone and volume so that the meaning is clear to an audience - Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. - They should learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. - Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. - In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. - The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

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Mathematics

We follow the new National Curriculum for mathematics and have developed medium term plans to ensure that we fully cover all the objectives present. At the start of each half term we will spend one week reviewing key objectives from the previous term before moving on to begin focusing on the new topic.

Spring 1	Spring 2

Topic	Objectives – Pupils will be taught
Number, place value, rounding, approximation and estimation	-Use negative numbers in context, and calculate intervals across zero -Solve number problems and practical problems that involve all of the above.
Addition and subtraction	-Use their knowledge of the order of operations to carry out calculations involving the four operations -Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Percentages, decimals and fractions	-Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places -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

Topic	Objectives – Pupils will be taught
Multiplication and division	-Identify common factors, common multiples and prime numbers -Use their knowledge of the order of operations to carry out calculations involving the four operations -Solve problems involving addition, subtraction, multiplication and division -Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Ratio and proportion	-Solve problems involving the relative sizes of two quantities, including similarity -Solve problems involving unequal sharing and grouping.
Geometry – Position, direction and motion	-Describe positions on the full coordinate grid (all four quadrants) -Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Foundation subjects and Cross Curricular Topic Spring ' Extreme Environments'

Geography Objectives

Pupils will be taught;-

- To 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 zone
- To use appropriate geographical vocabulary
- To use secondary sources of information
- About different types of environments and specifically a mountains
- To use maps, globes and atlases
- About the world distribution of major mountain areas
- To investigate how mountain environments are similar and different in nature across a range of places and scales
- To collect and record evidence
- About weather patterns in different parts of the world
- That people, places and environments are interdependent
- How and why people may seek to manage environments sustainably
- How decisions about places and environments affect the future quality of people's lives
- How the environment affects the nature of human activity
- That the effects of tourism can be significant in a given area and can be both bad and good
- How people can improve or damage the environment

History Objectives

Pupils will be taught;-

- To examine the portrayal of a key event from contemporary newspaper and TV news reports
- To provide an account of a historical event based on more than one source
- To begin to evaluate the impact of an individual on the history of his times

Music Objectives

Pupils will be taught;-

- That sounds can be described using symbols
- About different textures
- How sounds can be contrasted
- How different patterns can fit together
- How to invent simple rhythmic patterns
- About the effect of different pitched notes played together
- How to create a group performance through practice and rehearsal
- How to select sounds and resources to achieve an intended effect

Art and Design objectives

- To collect visual and other information to help them develop their ideas about the environment
- To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- To explore ideas for different purposes
- To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to show emotion/feeling
- To match materials and processes to ideas and intentions
- To use a variety of methods and techniques to show movement/emotion/feeling
- To question and make thoughtful observations about starting points for their work
- To describe how they might develop their work further.

Science

Science will be taught discreetly during this term, where possible it will be linked to the current topic. It will focus upon Living things and their habitats and Evolution and Inheritance.

Pupils will be taught;-

- To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- To give reasons for classifying plants and animals based on specific characteristics.
- To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Working scientifically opportunities-

-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
-identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

In the Spring term we shall focus on Computational Thinking and Problem Solving and Creating their own computer game.

Pupils will be taught;-

- Design, write and debug programs that accomplish specific goals
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- To use the LighBot app
- About the basic (and more complicated) things you can create using code.
- To create a simple interactive game using 'Scratch'.
- To develop skills and create a complex interactive game using variables.

Religion Objectives – Spring 1

This topic will allow children to learn in depth about why holy buildings and works of art matter to believers as expressions of devotion to God and worship.

Pupils will be taught;-

- To describe and make connections between examples of religious creativity.
- To show understanding of the value of sacred buildings and art.
- To suggest reasons why some believers see generosity and charity as more important than buildings and art.
- To apply these ideas about values from scriptures to the title questions.

Religion Objectives – Spring 2

This topic will allow children to learn in depth about Christianity and Humanism.

Pupils will be taught;-

- To describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.
- To describe some Christian and Humanist values simply.
- To express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.
- To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

Physical Education

Each class has 2 lessons of physical education per week, one outside and one inside. One lesson is provided by Stockport Country coaches and the other by class teachers.

Spring 1 - Dance

Pupils will be taught;-

- To understand why dance is good for their fitness, health and wellbeing
- To prepare effectively for dancing
- To explore, improvise and combine movement ideas fluently and effectively
- To understand how a dance is formed and performed
- To create and structure motifs, phrases and sections of dances
- Begin to use basic compositional principles when creating their dances
- To evaluate, refine and develop their own work

Spring 2 – Striking and Fielding games

Pupils will be taught;-

- To develop the range and consistency of their skills, especially in specific striking and fielding games
- To know how to warm up
- To understand what to include in a warm up in order to improve performance
- To evaluate strengths and weaknesses in their own and others' performances and suggest improvements
- To use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding