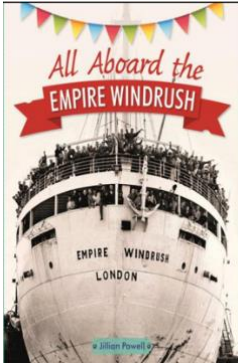
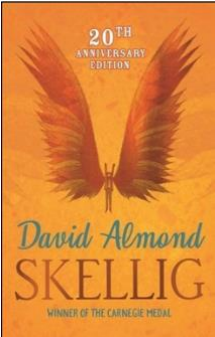

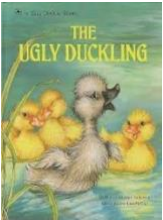
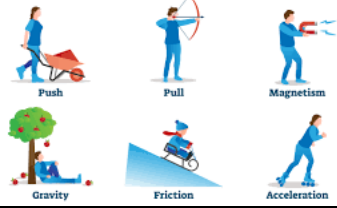












Year 6: Spring Term Curriculum Information for Parents 2023-24

Subject Area	Curriculum Information	
English	<p>Reading All aboard the Empire Windrush</p> <ul style="list-style-type: none"> Focus on the core text for summarising and understanding authorial intent. Focus on an extended narrative and a news report for retrieval. Focus on the core text for comparing and giving a personal response . Focus on a poem, a letter and a narrative extract for inference. Focus on the core text for comparing and understanding themes Focus on a report, an advertisement and a narrative extract for retrieval. Focus on the core text for summarising and giving a personal response. Focus on a discussion, a description and a narrative extract for inference. 	<p>Skelling</p> <ul style="list-style-type: none"> Focus on the core text for summarising and understanding authorial intent Focus on an advert, a report and a narrative extract for retrieval Focus on the core text for predicting and giving a personal response Focus on a poem, a narrative extract and a report for inference Focus on the core text for comparing and giving a personal response Focus on a report, a diary entry and a discussion for retrieval Focus on the core text for summarising and understanding themes Focus on two narrative extracts and a report for inference 
	<p>Writing</p> <ul style="list-style-type: none"> Adventure Stories: Extended third person narrative National Storytelling Week: The Ugly Duckling- Speech in role of the Ugly Duckling based on diversity and tolerance. Poems that create images and explore vocabulary. Explanatory Texts News Reports  	
Maths	<p>Ratio & Proportion</p> <ul style="list-style-type: none"> 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 the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Decimals, Fractions and Percentages</p> <ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$. Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].

	<p>Algebra</p> <ul style="list-style-type: none"> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with 2 unknowns. Enumerate possibilities of combinations of 2 variables <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. 	<ul style="list-style-type: none"> Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers 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. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
	<p>Perimeter, area and volume</p> <ul style="list-style-type: none"> Understand and explain that shapes with the same area can have different perimeters. Use a formula to find the area of a rectangle, triangle and parallelogram. Find the volume of cuboids by using a formula and by counting cubes. 	
<p>Science</p>	<p>Forces</p> <ul style="list-style-type: none"> Remember gravity- When is friction helpful and when is it not? What's the effect of air resistance? What's the effect of water resistance? <p style="text-align: center;">FORCE AND MOTION</p> 	<p>Earth and Space</p> <ul style="list-style-type: none"> What are the planets in our solar system? How does our view of the Moon change in a lunar month? Why is the Earth's tilt (axis) responsible for the seasons? 
<p>PRE (Philosophy, Religion and Ethics)</p>	<p>Spring 1: Relationships</p> <p>Students explore this in more detail and the various relationships in this world, and as represented in film, literature and so on. Building on knowledge from Year 4, pupils are reintroduced to rasa-theology, and the five rasas. Subsequently - and with some reference to Krishna and Arjuna - pupils reflect on the qualities and conduct that enhance or inhibit friendship, learning to analyse and evaluate virtue and vice in terms of specific forms of behaviour. They also hear of the 'six loving exchanges' of Chaitanya Vaishnavism. Pupils are encouraged to apply what they have learned in their own lives. Also, to evaluate current affairs in terms of relationships (e.g. chivalry in football), which aptly affirms the benefits of rules, social norms and good manners.</p>	<p>Spring 2: Living Values: Etiquette</p> <p>Pupils explore some forms of etiquette and good manners with which they are already familiar (with some reference to differences between cultures). To conclude the unit, pupils will have opportunity to hear about and practice some elementary interpersonal skills, especially as linked to listening and assertiveness. Specifically, pupils might express their hopes for the future, and some of the social skills they will need.</p>

<p>History</p>	<p><u>Windrush Generation</u></p> <ul style="list-style-type: none"> • How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? • Why did people migrate from the Caribbean to England in 1948? • What was life in London like for the Windrush pioneers? • How did the Windrush migration change Britain for the better? 	
<p>Geography</p>	 <p><u>Settlement, Land Use and Economic Relationships</u></p> <ul style="list-style-type: none"> • What are settlements and where are they found? • Do settlements have a pattern? • Do people, their movement and economic activity have patterns? • Where is the Lake District and what is it like? 	
<p>Computing</p>	<p><u>Creating Media: Web Page Creation</u></p> <ul style="list-style-type: none"> • Copyright or CopyWRONG? • How does it look? • Follow the breadcrumbs? • Think before you link 	<p><u>Programming: Variables in Games</u></p> <ul style="list-style-type: none"> • Introducing variables • Variables in programming • Improving a game • Designing a game • Design to code. • Improving and sharing
<p>Art</p>	 <p><i>Paradoxymoron (1996)</i></p> <p><u>Print Making and Textiles</u></p> <p>In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Batik is a method of making marks on cloth using hot wax. • Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Apply wax to the surface of fabric and dye it to create coloured designs. • Create a simple one-point perspective sketch. 	
<p>Design and Technology</p>	<p><u>Electrical Systems</u></p> <p>In this block, pupils will learn how switches can be combined with electrical components in different ways to change the functionality of a product.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • More than one switch can be used to change the functionality of a product. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Use switches to adapt a product in response to a design brief.  <p>Albert Sadacca (1901 – 1980) Inventor of Christmas tree lights</p>	
<p>PSHE</p>	<p><u>SP1: Dream and Goals</u></p> <ul style="list-style-type: none"> • Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). • Understand why it is important to stretch the boundaries of my current learning. 	<p><u>SP2: Healthy Me</u></p> <ul style="list-style-type: none"> • Take responsibility for my health and make choices that benefit my health and well-being. • Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.

	<ul style="list-style-type: none"> • Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. • Recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. • Work with other people to help make the world a better place. • Empathise with people who are suffering or who are living in difficult situations. describe some ways in which I can work with other people to help make the world a better place. • Know what some people in my class like or admire about me and can accept their praise. • Give praise and compliments to other people when I recognise their contributions and achievements. 	<ul style="list-style-type: none"> • Understand that some people can be exploited and made to do things that are against the law. • I am motivated to find ways to be happy and cope with life's situations without using drugs. • Know why some people join gangs and the risks this involves. • Suggest strategies someone could use to avoid being pressurised. • Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. • I know how to help myself feel emotionally healthy and can recognise when I need help with this. • Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. • Use different strategies to manage stress and pressure.
<p>PE (Physical Education)</p>	<p>Spring 1: Athletics</p> <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing Competition • Jumping Competition • Athletics Competitions 	<p>Spring 2: Matching and Mirroring</p> <ul style="list-style-type: none"> • Introduction to Matching • Application of matching learning onto apparatus • Introducing Mirroring • Application of mirroring learning onto apparatus • Sequence Development • Performance
<p>Sanskrit</p>	<ul style="list-style-type: none"> • Reading and writing-Combine consonants with short and long vowels and diphthongs. Building Vocabulary and making simple sentences. • Introducing Halanta consonants at the end, middle and beginning of the word. Introduce leg and hook. • PRE/Yoga links: Sikshastakam verse 7 and Vaishnava pranama mantra • Conversation- Ask and respond to questions. Identify sound patterns of words. Numbers spelling writing and numerals 1-20 • Sanskrit story -" The sky is falling " "Again become mouse" • Rhymes- Revise Sanskrit songs and rhymes. 	
<p>Yoga</p>	<p>Spring 1: Manipura, Solar</p> <ul style="list-style-type: none"> • Practise various asanas to improve digestion and balance the 3rd chakra. • Lead and support the campaign of Surya Namaskar, practise 6 cycles of Surya Namaskar with 10 chanting of the 12 mantras, with their personal selection verse of BG to improve wellbeing and energise mental willpower. • Practise eye, face, foot acupressure Yoga to promote relaxation and improve blood circulation. 	<p>Spring 2: Anahata, Heart</p> <ul style="list-style-type: none"> • Practise various asanas in standing, sitting, prone and supine to keep the heart chakra active. • Practise with family and record 6 cycles of Surya Namaskar daily, with 12 chanting mantras to the campaign. • Practise walking zen, Gayatri mantra, inner silence, zazen, self- enquiry, loving kindness, sankalpa to cultivate the qualities of non- judgmental and improve immunity, self-awareness, mindful breathing and relaxation.

	<ul style="list-style-type: none"> • Practise and add energising variation poses, Vasisthasana Vinyasa flows to the Surya Namaskar cycle to build determination and strength. • Practise and remember the benefits of various mudras learnt in Autumn to develop wisdom, intuition, stability and mental clarity. • Practise Kapal Bhati and Sama Vritti (L3) pranayama to encourage positivity and balance for the mind. 	<ul style="list-style-type: none"> • Asanas Yoga on the appearance of Lord Chaitanya helps to deepen our faith in our relationship with our Divine. • Practise and teach the steps leading to Ustrasana to boost self- esteem and revitalise the brain. • Master and remember the main benefit of regular practice of Matsya mudra to improve overall emotional well-being. 
French	<p><u>Spring 1: Pets</u></p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). 	<p><u>Spring 2: My Home</u></p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).
Music	<p><u>Samba and Singing</u></p> <ul style="list-style-type: none"> • Layering more complex syncopated rhythms • Echo and call and response breaks • Following signals • Brazilian song (may incorporate instruments, recorders, ukuleles, percussion) • Understand the structure of a Samba piece (i.e. call and response, groove, break, songs) • Use correct playing technique for each instrument • Perform most of the instrumental parts of the bateria with accuracy and in time to the beat • Respond to signals – aural and visual • Compose a break pattern • Perform with energy and enthusiasm 	
Enrichment Opportunities	<ul style="list-style-type: none"> • Gaura Purnima • National Story Telling Week • World Book Day • Science Week 	