

# Year 6 Curriculum Guide



## Spring Term

<u>English</u>	<u>Maths</u>	<u>Science</u>
<p><b>Class Novels:</b></p> <ul style="list-style-type: none"><li>• Skellig</li></ul> <p><b>Texts:</b></p> <ul style="list-style-type: none"><li>• 'The highwayman' – Alfred Noyes</li></ul> <p><b>Outcomes:</b></p> <p>Non-fiction – Reports/journalism Poetry – Narrative poetry</p>	<ul style="list-style-type: none"><li>• Area, perimeter, position and direction</li><li>• Fractions and percentages</li><li>• Statistics</li><li>• Ratio and proportion</li></ul>	<p><b>Living Things and Their Habitats:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Give reasons for classifying plants and animals based on specific characteristics</li></ul>
<ul style="list-style-type: none"><li>• Write effectively for a range of purposes and audiences.</li><li>• Using dialogue to convey character and advance the action.</li><li>• Select vocabulary and grammatical structures that reflect what the writing requires.</li><li>• Use a range of devices to build cohesion.</li><li>• Use verb tenses consistently and correctly throughout their writing.</li><li>• Use the range of punctuation taught at key stage 2.</li><li>• Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li><li>• maintain legibility in joined handwriting when writing at speed.</li></ul>	<p><u>Spanish</u></p> <ul style="list-style-type: none"><li>• Do you have a pet?</li><li>• My home</li></ul>	<p><b>Animals, Including Humans:</b></p> <ul style="list-style-type: none"><li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li><li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</li><li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li></ul>

## Computing

### **Information Technology:**

Digital art: creating a magazine using AR and AI.

Sharing and presenting: Using the school's social media channels to share current events with the local community.

## RE

### **What do religions say to us when life gets hard?**

- What do the terms salvation, heaven and reincarnation mean to people in different religions?
- What do Christians, Hindus and non-religious people believe about life after death?
- How are the beliefs in life after death similar and different between Christians and Hindus?
- How is the afterlife portrayed in different art forms?

## PE

- Indoor athletics
- Invasion Games (Handball)
- Gymnastics
- Orienteering

## Art

### **Painting and Printing:**

- Show an awareness of how paintings are created (composition).
- Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.
- Understand and use a varied technique including screen, block, relief and resist printing.
- Be familiar with layering prints. Relief printing using lino.

## DT

### **Textiles:**

- Combining different fabrics
- Waistcoats and/or Tote Bags

## Music

Charanga – 'Creative Composition'  
Charanga – 'Musical Styles Connect Us'

## History

### WWII – Local Scale:

- What was domestic life like in Britain during the war?
- How did life differ from life today?
- What changed for ordinary people? Why? How?
- What happened during the Liverpool Blitz?
- Where was affected in Crosby?

## Geography

### Rainforests:

- How do humans effect the environment?
- What is deforestation?
- How do humans sustain their environments?

## PSHCE

### Votes for Schools

No Outsiders

Heart Smart – ‘Too Much Selfie Isn’t Healthy’

Heart Smart – ‘Don’t Hold On To What is Wrong’