



SJS Year 6 Curriculum Overview – Spring Term		
<p>Reading Skellig How to live forever All aboard the Empire Windrush The Island</p>	<p>Writing Extended third person narratives Explanatory texts News reports Autobiography First person stories with a moral</p>	<p>Spelling Homophones Prefixes and Suffixes Statutory word list Endings -cious -tious -cial -tial Endings -ant -ance -ancy -ent -ence -ency Endings -able -ible -ably -ibly Etymology – bio, scend, quin, hept/sept, cred, grad</p>
<p>Maths Ratio (2 weeks) Algebra (2 weeks) Decimals (2 weeks) Fractions, decimals and percentages (2 weeks) Measurement – Area, Perimeter and volume (2 weeks) Statistics (2 weeks)</p>	<p>Maths – Key Knowledge Procedure for multiplying and dividing fractions, scale factors, numbers represented by letters, simple equations, pie chart interpretation, know formulae for calculating area and perimeter and volume, rounding with decimals, multiplying and dividing by 10,100 and 1000</p>	
<p>History The Windrush Generation Where are the Caribbean islands? What’s their History? 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? Who was Sam King and what did he do? How did the Windrush migration change Britain for the better? Vocabulary – intolerance, immigrate, prejudice, colony, emigrate, discriminate, racism, segregation, diversity, disembarked, demobilised, iniquitous</p>	<p>Geography Physical processes: Earthquakes, mountains and Volcanoes What makes up layers of planet earth? What are tectonic plates and where do you find them? How do tectonic plates move and what happens when they meet or separate? What causes an earthquake and what is the effect? How are mountains formed? How do volcanoes work? Vocabulary – viscous, churning, buckle, disaster, devastation, magnitude, epicentre, fissure, dormant, magma, molten, mantle</p>	<p>Science Animals including humans What is blood made of and why do we need it? Why do our bodies need nutrients and how are they transported? What is our circulatory system? What is the heart like inside? How does it work? Who influenced what we know about our circulatory systems? What can we do to keep healthy? How are the circulatory and digestion systems connected? Where are the kidneys and what do they do? How do kidneys keep us healthy? Vocabulary – cell, chamber, system, circulation, vessel, clot, filter, expel, substance, function, regulate, transform, plasma, platelet, artery, capillary, vein, ventricle, kidney, bladder, urine, excretion, toxin, nutrient.</p>

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<p>Design Technology</p> <p>Designing Structures – Combining skills and knowledge How strong is a piece of spaghetti? Know structures can be supported with guy lines and flying buttresses Know the shorter the piece of spaghetti, the stronger it will be Be able to construct a flying buttress to support a tower Be able to use appropriate lengths of spaghetti to increase strength and stability. Vocabulary – aesthetics, edifice, constraints</p> <p>Textiles Know plastic waste can be recycled and repurposed into practical, useful items Make a crochet hook out of a chopstick Use plastic bags and snack packets to create practical items Vocabulary – chain, seal, skein</p>	<p>Art</p> <p>Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces. Vocabulary – batik, tjanting tool, resist art</p> <p>3D Know a 2D object can change its form and shape to become 3D Know asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important Use different media to create shapes and forms Match visual and tactile elements to their intentions to create visual balance Vocabulary - asymmetrical balance, amorphous, biomorphic</p>	<p>Computing</p> <p>Introduction to Spreadsheets To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data Vocabulary - cell, cell reference, formula, sigma, results</p> <p>Variables in Games (PPA) To define a ‘variable’ as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project Vocabulary - variable, value, set, change, evaluate</p>
<p>PE</p> <p>Matching and Mirroring Create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus. Effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve. Demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances. Consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences. Vocabulary – excellent gymnastics, flow, levels, matching, mirroring, unison, canon</p> <p>Hockey</p>	<p>PSHE</p> <p>Dreams and Goals I know my learning strengths and can set challenging but realistic goals for myself I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can work with other people to help make the world a better place</p>	

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<p>Apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession. Demonstrate create a range of attacking and defending tactics, applying these to their games and adapting when applicable. Effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. Vocabulary – tactics, attack, defending, counter attack, free hit</p> <p>Health Related Exercise Complete fitness assessments and participate in circuits that will enhance their fitness. Refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. Refine life skills such as communication and respect as they encourage their partners through the circuits. Refine life skills such as self motivation, resilience and self discipline as they strive to improve their own performances Vocabulary – cardiovascular system, strength, flexibility, fitness, circuits, fitness assessment</p> <p>Cricket Consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games. Effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. Vocabulary – tactics, umpire, boundary, four runs, six runs, over</p>	<p>I know what some people in my class like or admire about me and can accept their praise. Vocabulary - Realistic, criteria, achievement</p> <p>Healthy Me I know the impact of food on the body I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I can evaluate when alcohol is being used responsibly, anti-socially or being misused I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse. Vocabulary - Grief, bereavement, denial, depression, control, mental health</p>	
<p>Performing Arts Ukele (Music) I can play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and with accuracy and expression. I can improvise and compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. I can use staff and other notations accurately in a range of musical styles, genres and traditions. I can identify and use musical elements expressively and with increasing sophistication, including use of</p>	<p>RE Hinduism How do questions about Brahman and Atman influence the way a Hindu lives? I can explain how Brahman and Atman influence a Hindus life. I can describe how Svetaketu learned about Brahman and Atman I can explore and interpret the story of the blind man and the elephant Vocabulary - Murti, Deity, Brahman</p>	<p>French Cultural Project Give detailed accounts of the customs, history, and culture of the countries where French is spoken. Describe, with interesting detail, some similarities and differences between countries where French is spoken and this country.</p>



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<p>tonalities, different types of scales and other musical devices. I can listen and discuss a wide range of music from great composers and musicians.</p> <p>The Greatest Showman (Dance, Music, Drama) I can sing and perform in a range of solo and ensemble contexts, musically, fluently and with accuracy and expression. I can learn and recall sequences of movement I can develop a sequence of movement from a stimulus I can practise a range of travelling, turning and jumping I can develop content for a range of purposes I can perform dances using a range of movement patterns in solo/duet/trios/small groups/ ensemble in cannon/unison I can discuss my likes and dislikes in relation to a performance using technical vocabulary I can describe how a performance makes me feel making reference to specific phrases or movements I can give development points to support/ improve my work and the work of others. I can compare my performances and demonstrate improvement</p>	<p>Buddhism How does the Triple Refuge help Buddhists in their journey through life? I can describe how the triple refuge help Buddhists on their Journey I can name 3 refuges which Buddhists teach about I can give examples of a refuge and how it can help someone</p> <p>Vocabulary - Dharma, Sanga, Buddha, Temple, Precept, Triple Gem, Refuge</p>	
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