



# **Bevendean Primary School Curriculum**

Year 6 Spring Framework

Topic focus: The Written Word

# English

## National Curriculum Aims for Year 6

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Learning this term

This term the children read, analyse and interpret a selection of short stories with a focus on suspense. They learn about different question types, on the lines, between the lines and beyond the lines, and how to answer the different question types using references in the texts read. They also watch short suspense film clips and analyse how suspense is created through music, expression and gesture. The film clips are used to enable the children to develop the writing technique of showing the reader how a character is feeling as opposed to telling the reader. During reading sessions, the children learn about the different aspects of suspense stories, develop sentence structure and vocabulary and use their knowledge of these for effect in their stories. The children develop their own character, setting and plot, supported by an in depth study of several short stories, including *The Hand* by Pie Corbett and *The Hook* by Kevin Crossley-Holland.

Following the story unit, learning is linked to Madagascar and the unique animals that inhabit the island. The children study lemurs and aye-ayes using text based resources as well as the BBC documentaries, *The Last Chance to See* and *Madagascar*. The 'Talk for Writing' unit of work is closely linked to the film and through this the children learn to write non-chronological reports. They also use knowledge gained from the film and from studying language features to write advertisements for holiday brochures. The children read a wide range of reports and advertisements to further develop their knowledge of the language features required in both genres.

When the children have completed their stories, they design and create a book cover, which is linked to their learning in art. They study book covers created by several illustrators and select an appropriate style and media for their books.

The children also learn to write the blurb (a short synopsis) for their stories by studying and replicating the language features, sentence structure and style used by a variety of authors.

# Mathematics

## National Curriculum Aims for Year 6

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Learning this term

Mathematics is taught through investigations such as *Number Pyramids*, *The Skittles Challenge*, *Quadrominoes* and *The Big Battery Investigation*. *The Number Pyramids investigation* requires the children to apply and develop their knowledge of addition, subtraction, multiplication and division using odd, even, prime and square numbers. They investigate what happens to the total at the top of the pyramid if the numbers at the base are rearranged. *The Skittles Challenge* requires the children to use mathematical reasoning, averages and fraction knowledge to predict how many of each different colour Skittle is in a large bag of Skittles. They collect the data from the coloured Skittles in small boxes. This data is collated and represented on an excel spreadsheet. From this information, the children calculate the number of each coloured Skittles in the large bag. The winning team is the team whose prediction is closest to the actual total of each colour and they eat the Skittles! *The Big Battery Investigation* is linked with science and work on electricity. Using well-known battery brands, the children design an experiment and collect data to prove which battery is the best value. Whilst learning about *Quadrominoes*, the children develop and apply their knowledge of a 100 square to investigate missing numbers. They also learn how to create a formula to find the total of any quadromino on a 100 square.

During the second half of the spring term, the children study the island of Madagascar. They are given a budget with which to plan and book a holiday to Madagascar. They learn to read charts, to apply discounts in the form of percentages and to calculate the best deals to keep within their budget. They also learn about Hiraffes (imaginary creatures based on the elephant bird that was discovered in Madagascar). These creatures need an enclosure that will accommodate their growing size. The children apply their knowledge of area and perimeter to work out the correct size for the enclosure.

# Science

## National Curriculum Aims for Year 6

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### Living things and their habitats

- 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
- give reasons for classifying plants and animals based on specific characteristics.

### Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

### Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## **Electricity**

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

## **Learning this term**

Science skills and knowledge relating to electricity, specifically circuit symbols, bulb brightness and cell voltage are explored further whilst planning and carrying out an investigation to find the best value battery. The children design an experiment to test their theories using well-known brands of batteries. The experiment is linked with work in mathematics, where data is collected to show the life of the batteries. This information is compared with cost to determine the best value.

## **Living things and their habitats**

Whilst learning about Madagascar, the children research the unique animals found there using a variety of sources. They describe how living things are classified into broad groups according to common observable characteristics.

## **Evolution and Inheritance**

The children learn that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

During an in depth study of lemurs, the children learn to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. This knowledge is used in English where the children write non-chronological reports about lemurs and aye-eyes.

This term, the children also participate in workshops where they spend time revising prior learning linked to magnetism, forces, light, sound, earth and space. Through research, they revise facts and knowledge and create visual representations.

# History

## National Curriculum Aims for Year 6

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### Learning this term

History is taught in the autumn and summer terms.

# Geography

## National Curriculum Aims for Year 6

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Learning this term

The children learn about the physical and human geographical features of Madagascar by observing and interpreting a range of resources such as maps, photographs, diagrams and satellite images. They also use a range of websites and short film clips to develop their knowledge of the geographical regions in Madagascar and the impact of deforestation on the animals. They use a range of sources to study the climate, the human effect on the environment, the wildlife and island culture. The knowledge gained in geography is incorporated in the writing that is developed during English lessons.



# Design and Technology

## National Curriculum Aims for Year 6

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Learning this term

This is taught in the autumn and summer terms.

# Art

## National Curriculum Aims for Year 6

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

### Learning this term

In art, the children study illustrators and evaluate and analyse styles for book covers. They use a range of media including pencil, charcoal, oil pastels and digital media to create and record their ideas linked to the suspense stories they write in English. They review, revisit and improve their design ideas to create a book cover for their story.

# Modern Foreign Language

## National Curriculum Aims for Year 6

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

### Learning this term

The children's understanding of the French language and culture is developed as they learn vocabulary and short phrases related to the short story of *Bitika the Mouse Lemur* by Alison Jolly. They learn vocabulary related to lemurs, including adjectives and pronouns. They learn short sentences from the story.

The teaching provides an appropriate balance of spoken and written language and enables pupils to understand and communicate a short story in speech and writing.

# Computing

## National Curriculum Aims for Year 6

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### Key stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Learning this term

The children develop their data handling skills using Microsoft Excel. They learn to enter, sort and manipulate data, create formulas and functions and produce graphs based on data collected from *The Skittles* mathematics investigation. Using information sourced from the internet, together with their own knowledge, the children create interactive Microsoft PowerPoint presentations about Madagascar, which use hotspots, hyperlinks and buttons for navigation.

# PSHE

## National Curriculum Aims for Year 6

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## Learning this term

The topics this term are *Going for Goals, Aspirations and Careers* and *Drugs and Alcohol*.

*Going for Goals* is based upon Martin Luther King's speech *I Have a Dream*. The children are taught that the speech was delivered at a time when racial discrimination in America was widespread and people were segregated on the grounds of race and colour. The children discuss the meaning of the dream in the speech and learn about aspirational dreams and goals. They discuss their goals for the future. The children are reminded about the difference between long-term and short-term goals and the need to break a goal up into sub-steps. This work is followed by a unit of work on aspirations and careers, delivered by staff and students from Brighton University. The initial workshop takes place in school, where the lecturer and student give a presentation from which the children learn about entrance requirements, courses, societies, accommodation and funding. The children have voting pads, take part in a quiz and complete a Professor C Gull booklet about university life.

In the summer term, the children visit the university, where they have a tour of the facilities and take part in further workshops to learn basic first aid. They are also given a budget with which to design student accommodation.

The police liaison officer visits school to teach the children about the dangers of drug and alcohol abuse and the laws that apply to young people. They learn which drugs are illegal and about the effects and risks of a range of legal and illegal drugs. They are also taught a range of strategies to keep safe as they grow, change and experience more independence.

# Physical Education

## National Curriculum Aims for Year 6

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Learning this term

During PE lessons, the children continue to play competitive games and work on improving the skills of running, jumping, catching, throwing, striking and strategic play. Whilst taking part in team games, such as netball and hockey, the children learn to further develop the principles of attack and defence. The children also participate in gymnastics, where they make up sequences and adapt these to different apparatus layouts. The children are taught to make up their own rules for longer, more complex sequences. They investigate how different ways of working with a partner or a small group, for example, starting together, starting apart, moving apart and then together matching actions, moving in opposite directions on a diagonal, help to change the way their sequence is performed. They also explore compositional devices, such as contrasts and variations in shape, speed, level, timing and actions, when developing their own sequences.

# Religious Education

## National Curriculum Aims for Year 6

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

## Learning this term

The children learn about cultural diversity initially. They learn that culture can be seen in people's writing, religion, music, clothes and cooking and that different countries have different cultures.

They learn the importance of gaining an understanding of other cultures in order to promote peace, stability and development. They also learn that Britain has benefited from diversity throughout its history and is currently one of the most culturally diverse countries in the world. Valuing our diverse culture in Britain today is about understanding and respecting other people's beliefs and ways of life. It is about supporting individuals in keeping their cultural traditions alive and appreciating the fact that other cultural traditions enrich British life. The children devise a survey which is designed to collect information about the cultural diversity within our school. They use their knowledge to create posters.

They continue to learn about Christianity and how expressive and visual arts are significant for religious believers. The children listen to religious music, reflect on its impact and recreate the sounds in images, which represent how they feel. They study various images of Jesus on the cross and discuss how he is portrayed in art. They also study a hymn, a creed, a psalm and a prayer and compare how they are written.

They learn to identify and describe key events during Easter. Through discussion, drama, role play and debates, the children learn that Easter is the most important festival in the Christian calendar and that The Easter Story is at the heart of Christianity. It celebrates the resurrection from the dead of Jesus, three days after he was executed. The children also learn that Easter Sunday marks Jesus' resurrection and that after he was crucified on the Friday (now known as Good Friday); his body was taken down from the cross, and buried in a cave tomb. They learn that on the Sunday, Mary Magdalene, followed later by some of Jesus' disciples visited the tomb and found that the stone had been moved, and that Jesus' body had gone.

The children learn that Holy Week is the week leading up to Easter and it contains several important days for Christians (Palm Sunday, Maundy Thursday, the Last Supper, the Passover meal, Good Friday and Easter Sunday).

# Music

## National Curriculum Aims for Year 6

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## Learning this term

Specialist music teaching is provided each term by external teachers. They work closely with the class teachers to link music to the topics being studied. During music workshops, the children listen to, appraise and perform music from Madagascar. They play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression.

During the spring term, the whole school participates in *sign2sing*, which is an annual, world record breaking event where the children collectively learn a song and the sign language to accompany the song. By taking part in *sign2sing*, the children learn some sign language in a fun and memorable way.