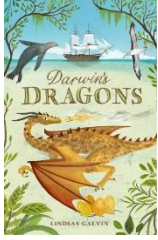
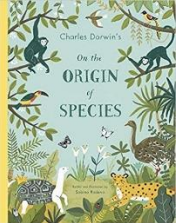
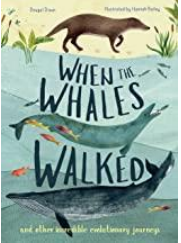
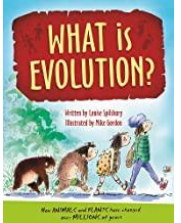
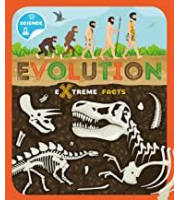
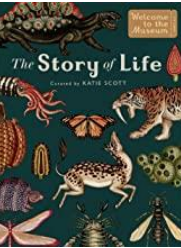


## Year Curriculum Coverage

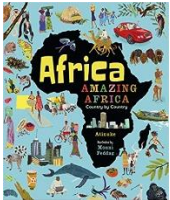
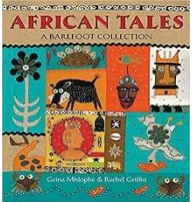
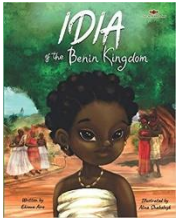
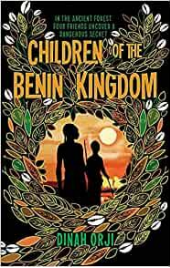


Spring Term 2022 - Year 6			
Spring 1			
Spring 2			
Topic texts	Knowledge	Skills	Enrichment Opportunities
  	<p><b><u>English</u></b></p> <p><b><u>Reading</u></b> (CC: History/Geography/PSHE/Science)                      Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.                      Make comparisons within and across books.                      Learn a wider range of poetry by heart.                      Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b><u>Writing</u></b> (CC: History/Geography/PSHE/Science)                      Draft and write by:                      Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.                      Read books that are structured in different ways and reading for a range of purposes.                      Recommend books that they have read to their peers, giving reasons for their choices.                      Identify and discuss themes and conventions in and across a wide range of writing.                      Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.                      Distinguish between statements of fact and opinion.                      Retrieve, record and present information from non-fiction.</p> <p>Plan their writing by:                      Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Artefact exploration African</p> <p>The World Museum Visit (CC: Topic)</p> <p>Chester Zoo trip (CC: Science)</p> <p>Library visit</p> <p>Drama</p> <p>Performance poetry</p>

## Year Curriculum Coverage

	<p>In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action          précising longer passages.          Use a wide range of devices to build cohesion within and across paragraphs          using further organisational and presentational devices to structure text and to guide the reader.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p>Easter</p>
	<p><b>Evaluate and edit by:</b>          Ensure the consistent and correct use of tense throughout a piece of writing.          Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Assess the effectiveness of their own and others' writing.          Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.          Proofread for spelling and punctuation errors.          Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Shakespeare Week</p>
	<p><b><u>Vocabulary, grammar &amp; punctuation</u></b>          Use expanded noun phrases to convey complicated information concisely.          Use modal verbs or adverbs to indicate degrees of possibility.</p>		<p>World Book Day</p>
	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.          Use commas to clarify meaning or avoid ambiguity in writing.          Use hyphens to avoid ambiguity.          Use brackets, dashes or commas to indicate parenthesis.          Use a colon to introduce a list.          Punctuate bullet points consistently.</p>		<p>Darwin Day</p>
			<p>Science Week</p>
			<p>TT Rockstars Purple Mash</p>
			<p>Church visits</p>
			<p>Clergy worships</p>

## Year Curriculum Coverage

   	<p><b>Maths</b></p> <p>Revise - Place Value &amp; Four operations</p> <p><b>Fractions/Decimals</b></p> <ul style="list-style-type: none"> <li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math> ]</li> <li>• divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math> ]</li> <li>• associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</li> <li>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places</li> <li>• multiply one-digit numbers with up to 2 decimal places by whole numbers</li> <li>• use written division methods in cases where the answer has up to 2 decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems involving addition, subtraction, multiplication and division</li> <li>• identify common factors, common multiples and prime numbers</li> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• use written multiplication/division methods in cases where the answer has up to 2 decimal places</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• solve problems with fractions, decimals and percentages</li> <li>• understand how to calculate perimeter, area of 2 and 3d shapes</li> </ul>	
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## Year Curriculum Coverage

	<ul style="list-style-type: none"><li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li></ul> <p><b><u>Geometry – Position and direction</u></b></p> <ul style="list-style-type: none"><li>• describe positions on the full coordinate grid (all 4 quadrants)</li></ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"><li>• use simple formulae</li><li>• generate and describe linear number sequences</li><li>• express missing number problems algebraically</li><li>• find pairs of numbers that satisfy an equation with two unknowns</li><li>• enumerate possibilities of combinations of 2 variables</li></ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"><li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate</li><li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</li><li>• convert between miles and kilometres</li><li>• recognise that shapes with the same areas can have different perimeters and vice versa</li></ul>	<ul style="list-style-type: none"><li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li><li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li><li>• identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li><li>• solve problems involving the calculation of percentages and the use of percentages for comparison</li><li>• solve problems involving similar shapes where the scale factor is known or can be found</li><li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li></ul>	
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## Year Curriculum Coverage

	<ul style="list-style-type: none"><li>• recognise when it is possible to use formulae for area and volume of shapes</li><li>• calculate the area of parallelograms and triangles</li><li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units</li></ul> <p><b><u>Ratio</u></b></p> <ul style="list-style-type: none"><li>• recognise proportionality in contexts when the relations between quantities are in the same ratio</li></ul>		
	<p><b><u>Science</u></b></p> <p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"><li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li><li>• Identify how animals and plants are adapted to suit their environment in different ways.</li><li>• Understand that adaptation of plants and animals to suit their environment may lead to evolution.</li><li>• Explore Darwin's theory of evolution and inheritance</li><li>• Recognise that living things have changed over time and that a number of factors can affect a species' evolution.</li></ul>	<ul style="list-style-type: none"><li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• using test results to make predictions to set up further comparative and fair tests</li><li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a</li></ul>	



## Year Curriculum Coverage

	<ul style="list-style-type: none"> <li>• Understand how humans have evolved over time, and how human behaviour can affect change in species over time.</li> </ul> <p><b><u>Classifying Organisms</u></b></p> <ul style="list-style-type: none"> <li>• Revisit ways of grouping organisms according to their characteristics.</li> <li>• Explore ways of distinguishing between organisms that have similar characteristics.</li> <li>• Classify plants according to their characteristics.</li> <li>• Find out about Carl Linnaeus and his classification system.</li> <li>• Explore what microorganisms are and how they can be grouped.</li> <li>• Identify and classify organisms in the local area.</li> </ul>	<p>degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	
	<p><b><u>History</u></b></p> <p><b><u>The Ancient Kingdom of Benin</u></b></p> <ul style="list-style-type: none"> <li>• Understand where the Kingdom of Benin was and about time period we will be exploring.</li> <li>• Explore how we know about The Kingdom of Benin from AD 900 to 1300.</li> <li>• Find out about the leaders of The Kingdom of Benin.</li> <li>• How did the people of Benin live?</li> </ul>	<p>Chronology:</p> <ul style="list-style-type: none"> <li>• place the Kingdom of Benin on a timeline</li> <li>• Compare it to what was happening in Britain at that time</li> </ul> <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> <li>• Use a range of sources to find out about the causes and consequences of the war</li> <li>• Know the difference between a primary and a secondary source.</li> <li>• Suggest which sources I would need to consult to research different eras in British</li> </ul>	



## Year Curriculum Coverage

	<ul style="list-style-type: none"> <li>• Explore the trade network of the Benin Empire.</li> <li>• Explore the Benin Empire's Golden Age.</li> <li>• What caused the decline of the Benin Empire?</li> </ul>	<p>history.</p> <ul style="list-style-type: none"> <li>• Use primary and secondary sources to research different decades.</li> </ul> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Describe how some past events and actions of people affect life today.</li> </ul>	
	<p><b><u>Geography</u></b></p> <p><b><u>Africa – Biomes</u></b></p> <ul style="list-style-type: none"> <li>• Identify where the continent of Africa is and the countries that comprise it</li> <li>• Understand the term 'biome'</li> <li>• Identify the different biomes found on Earth</li> <li>• Identify and describe biomes in different area of the African continent</li> <li>• Research and present information on a particular country in Africa including: physical, human and cultural geography</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• generate enquiry questions</li> </ul>	
	<p><b><u>Art</u></b></p> <p><b><u>Monet and the Impressionists</u></b></p> <ul style="list-style-type: none"> <li>• Explore the birth of Impressionism in France</li> <li>• Research and explore the work of Claude Monet</li> <li>• Replicate his style of painting in landscapes, and cities</li> </ul>	<ul style="list-style-type: none"> <li>• Create sketchbooks to record observations and use them to develop, review and revisit ideas</li> <li>• Improve mastery of art and design techniques, including: drawing and painting</li> </ul>	



## Year Curriculum Coverage

	<ul style="list-style-type: none"> <li>Respond to his most famous works of art; The haystack, waterlilies and Sunrise over Venice</li> </ul> <p><b>Mixed Media</b> (CC: Ancient Benin Topic)</p> <ul style="list-style-type: none"> <li>Research art in Ancient Benin and its importance</li> <li>Understand how art was used to express beliefs, and life</li> <li>Recognise the influence of Benin art on later art movements</li> <li>To use a range of media to make 3D art masks and sculptures</li> </ul>	<ul style="list-style-type: none"> <li>Research great artists, architects and designers in history</li> <li>Improve mastery of a range of art and design techniques using a range of media</li> </ul>	
	<p><b>Computing</b></p> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>Explore Probability</li> <li>Creating a Computational Model</li> <li>Use a Spreadsheet to Plan Pocket Money Spending</li> </ul> <p><b>Text Adventures</b></p> <ul style="list-style-type: none"> <li>Describe what a text adventure is.</li> <li>Map out a story-based text adventure.</li> <li>Make a Story-based Adventure Game - split their adventure-game design into appropriate sections to facilitate creating it</li> <li>Explore Map-Based Text Adventures</li> <li>Coding a Map-Based Text Adventure</li> </ul>	<ul style="list-style-type: none"> <li>Use short cuts to cut and paste</li> <li>Use counting tool</li> <li>Use formulae wizard</li> <li>Use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life</li> <li>Use 2Connect to record their ideas.</li> <li>Use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</li> <li>Use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.</li> <li>Children make logical attempts to debug their code when it does not work correctly.</li> </ul>	

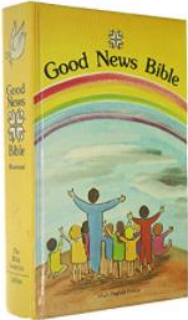




## Year Curriculum Coverage

	<p><b><u>Music</u></b></p> <p><b><u>Charanga Units:</u></b> <b><u>A New Year Carol</u></b></p> <p>Classical or Unban gospel - Benjamin Britten's music and cover versions</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <ul style="list-style-type: none"> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> </ul> <p><b><u>You've Got a Friend</u></b></p> <p>70s Ballad/Pop - The music of Carole King</p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> </ul>	<p><b>Singing</b></p> <p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing</b></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection</li> </ul>
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## Year Curriculum Coverage

	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<p>between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Performance</p> <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> </ul>	
	<p><b>PE</b></p> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</li> </ul> <p><b><u>Invasion Games</u></b></p> <ul style="list-style-type: none"> <li>• Uses knowledge of the relationship between the body and exercise to improve all fitness components</li> <li>• Display an understanding of fair play, working well with others and leading a large group</li> <li>• Utilise new skills in competitive situations, as an individual or part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</li> <li>• Uses knowledge of the relationship between the body and exercise to improve all fitness components</li> <li>• Display an understanding of fair play, working well with others and leading a large group</li> <li>• Utilise new skills in competitive situations, as an individual or part of a team</li> </ul>	

## Year Curriculum Coverage



	<p><b><u>RE</u></b></p> <p><b><u>Judaism</u></b></p> <ul style="list-style-type: none"> <li>• Identify the key features of worship in Judaism.</li> <li>• Explore the significance of prayer in Judaism</li> <li>• Understand the meaning of Jewish rituals in relation to joining the Jewish community.</li> <li>• Explore how belonging to a faith community affects your actions.</li> <li>• Understand how the Jewish faith is demonstrated through worship</li> </ul> <p><b><u>Salvation</u></b></p> <p>that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. As a result they have been 'saved' or rescued by his sacrifice.</p> <p>Outline of events of the crucifixion (Passion Narrative) from John 19.</p> <p>Connections between Isaiah 53 and John 19 using the concept of the suffering servant.</p> <p>Terms like Messiah, Passion, Salvation and Sacrifice in their biblical and theological context.</p> <p>Understand how Christians remember Jesus' sacrifice.</p> <p>Compare and contrast different practices for different denominations.</p> <p>Understand that some Christians feel called to sacrifice their own needs to the needs of others</p>	<ul style="list-style-type: none"> <li>• Make links to previous learning</li> <li>• Draw parallels between different religions.</li> <li>• Make links to your own experiences and knowledge</li> </ul>	



## Year Curriculum Coverage

	<p><b>PSHE</b> <b>Health and wellbeing</b> Healthy lifestyles:</p> <ul style="list-style-type: none"> <li>• how to respond appropriately to a wider range of feelings in others (Ongoing)</li> <li>• how it can positively and negatively affects health and wellbeing (including mental and emotional health) (Ongoing/CC: Guided Reading)</li> <li>• how to make informed choices that contribute to a ‘balanced lifestyle’/the benefits of a balanced diet, different influences on food and diet, developing skills to help make their own choices about food (CC: D&amp;T/Science)</li> <li>• how images in the media can distort reality and that this can affect how people feel about themselves (CC: Computing)</li> <li>• how the spread of infection can be prevented (ongoing)</li> <li>• different influences on behaviour, including peer pressure and media influence, and how to resist unhelpful pressure and ask for help (CC: Computing/Guided Reading/Ongoing)</li> </ul> <p>Growing and Changing:</p> <ul style="list-style-type: none"> <li>• different ways of achieving and celebrating personal goals and how having high aspirations can support personal achievements (ongoing – Dawley Mind-set)</li> <li>• different ways of achieving and celebrating personal goals and how having high aspirations can support personal achievements (ongoing – Dawley Mind-set)</li> </ul> <p>Keeping Safe:</p>	<ul style="list-style-type: none"> <li>• Empathy and compassion (including impact on decision-making and behaviour)</li> <li>• Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</li> <li>• Resilience (including self-motivation, perseverance and adaptability)</li> <li>• Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</li> <li>• Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>• Recalling and applying knowledge creatively and in new situations</li> <li>• Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy)</li> <li>• Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</li> <li>• Empathy and compassion (including impact on decision-making and behaviour)</li> <li>• Respect for others’ right to their own beliefs, values and opinions</li> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working, negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) and leadership skills</li> <li>• Identify links between values and beliefs, decisions and actions</li> </ul>
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## Year Curriculum Coverage

	<ul style="list-style-type: none"><li>• strategies for managing personal safety – online/consider before sharing pictures of themselves and others online (CC: Computing)</li><li>• how to keep safe and well when using a mobile phone (CC: Computing)</li></ul> <p><b><u>Relationships</u></b></p> <p>Healthy relationships:</p> <ul style="list-style-type: none"><li>• the consequences of their actions on themselves and others (ongoing)</li><li>• confidentiality and times when it appropriate and necessary to break a confidence (CC: Computing)</li><li>• to respectfully listen to others but raise concerns and challenge points of view when necessary (ongoing)</li><li>• working collaboratively toward shared goals (CC: PE)</li><li>• negotiation and compromise strategies to resolve disputes, conflicts and give helpful feedback and support to others (ongoing)</li></ul> <p>Valuing Difference:</p> <ul style="list-style-type: none"><li>• factors that make people the same or different, to recognise and challenge 'stereotypes' and use of the terms sex, gender identity and sexual orientation (CC: BHM/Guided Reading)</li><li>• about discrimination, teasing, bullying and aggressive behaviour and its effect on others (Ongoing)</li><li>• discrimination, teasing, bullying and aggressive behaviour and its effect on others (Ongoing)</li><li>• recognise and manage dares (Ongoing)</li></ul>	<ul style="list-style-type: none"><li>• Valuing and respecting diversity</li></ul>	
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## Year Curriculum Coverage

	<p><b><u>Living in the wider world</u></b> Rights and responsibilities:</p> <ul style="list-style-type: none"><li>• research, discuss and debate to discuss and debate issues concerning health and wellbeing (ongoing)</li><li>• why and how laws are rules and laws are made and how to take part in making and changing rules (CC: BV class worship)</li><li>• how anti-social behaviours can affect wellbeing and how to handle, challenge or respond to anti-social or aggressive behaviours (ongoing)</li><li>• different kinds of responsibilities (home, school, community and the environment) (ongoing)</li><li>• resolving differences, respecting different points of view and making their own decisions (ongoing)</li><li>• what it means to be a part of a community, different groups, individuals that support the local community and the role of voluntary, community and pressure groups</li><li>• To appreciate the range of national, regional, religious and ethnic identities of people living in the UK (CC: BHM/English/History/RE)</li><li>• the lives, values and customs of people living in other places (CC: BHM/English/History)</li><li>• be critical of what they see and read in the media and critically consider information they choose to forward to others (CC: Computing/BHM)</li></ul>		
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## Year Curriculum Coverage

