



Year 6 Curriculum Leaflet Spring 2025



Welcome to Year 6 and to the new year.

We look forward to lots of fun and learning with your children this term.

Dates For Your Diary



Dates for your diary:

- **RSE Parent Meeting:** Monday 13th January 2025
- **Parents' Evening:** Thursday 13th February 2025
- **SATs Information Meeting:** Monday 10th February 2025
- **SATs Week:** Monday 12th May 2025 - Thursday 15th May 2025
- **RAF Hendon:** Wednesday 9th July 2025
- **Theatre:** Wednesday 21st May 2025

Home Learning

Home learning will be given out on a **Friday** and should be returned to school on the following **Wednesday**. It will consist of spellings, an Oxford Reading buddy activity and 5 MyMaths activities each week. In the run up to SATs, we will be using an online maths revision tool called Sats.co.uk. for extra homework to aid SATs revision. Your child is expected to read daily for at least 20 minutes.

Please continue to support your child at home by listening to them read, supervising their home learning and creating a *quiet place* for them to study.

English



Spring 1

Key Texts:

- The Great Kapok Tree

Performance Pieces:

- Balanced Argument – Deforestation
- Subjunctive Form Poetry (Imagery)

Grammar Focus:

- Similes and metaphors
- Expanded noun phrases. Use modal verbs or adverbs to indicate degrees of Possibility
- Vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Spring 2

Key Texts:

The Arrival

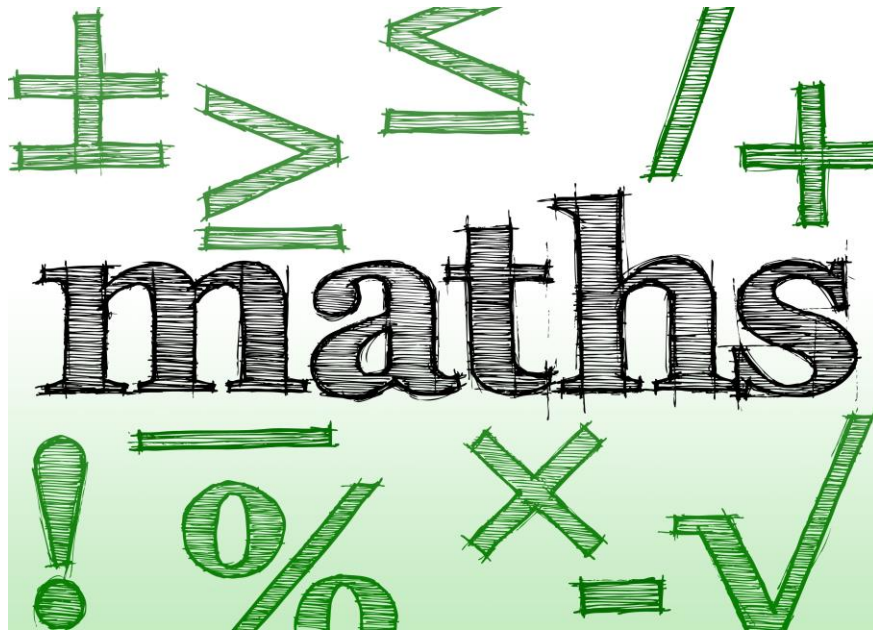
Performance Pieces:

- Narrative - Suspense
- Descriptive writing – setting

Grammar Focus:

- Select appropriate vocabulary, sentence construction and grammar
- Use the perfect form of verbs to mark relationships of time and cause
- Similes and metaphors

Maths



Spring 1:

Number: Percentages

- Recall equivalence between fractions, decimals, percentages
- Solve problems using calculation of percentages of amounts
- Use of percentages for comparison

Number: Algebra

- Use simple formulae
- Generate, describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of two variables

Measurement: Converting Units

- Use, read, write, convert between standard units
- Convert measurements of length, mass, volume, time up to 3dp
- Convert between miles and km
- Solve problems

Measurement: Perimeter, Area and Volume

- Recognise shapes with same areas can have different perimeters
- Recognise when possible to use formulae for area and volume of shapes

Spring 2

Measurement: Perimeter, Area and Volume

- Calculate area of parallelograms and triangles
- Calculate, estimate, compare volume of cubes and cuboids.

Number: Ratio

- Solve problems – relative sizes of two quantities by using integer multiplication and division facts
- Solve problems – similar shapes, scale factor
- Solve problems – unequal sharing and grouping

Geometry: Position and Direction

- Describe positions on four quadrant coordinate grid
- Draw, translate simple shapes on coordinate plane
- Reflect shapes on axes.

Geometry: Properties of Shape

- Draw 2-D shapes using given dimensions and angles
- Compare, classify geometric shapes based on properties
- Find unknown angles in triangles, quadrilaterals, regular polygons
- Recognise angles, meet at a point, straight line, vertically opposite, find missing angles

Science

Spring 1:

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 microorganisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

Working Scientifically

- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.
- Planning different types of enquiries to answer questions including recognizing and controlling variables where necessary
- Identifying scientific evidence that has been used to support or refute ideas or arguments



History and Geography



Spring 1 - Early Islamic Civilization

To understand the significant developments that came from the Early Islamic Civilization, their impact on society today, and compare Europe to Iraq in the Middle Ages.

Chronological understanding

- Chronology – sequencing, scaling, concurrence, interval and duration.
- Produce a scaled timeline focusing on key events in the Early Islamic timeline. Identify events which are linked or where cause and effect can be seen.
- Key learning is to understand the differing intervals between events and how events can be both a cause and a consequence.

Knowledge and interpretation

- Learn about the context of the civilisation including the geography of the area and the lives the populace lived. This can be extended by comparing it to other civilizations they know of.
- Key learning is to extract evidence from sources and interpret it to compare and contrast their existing historical knowledge base.

Historical enquiry

- Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence needed to find and then apply source skills to locate evidence to answer their question.
- Key learning is to use and apply source work skills to answer their own key question. They should also use multiple sources to formulate and support their answer.

British Values

Mutual respect and tolerance - cultures and beliefs.

Spring 2 - Geography - The Mountain Environment

Geography enquiry

- Use OS maps to answer questions
- Use maps, aerial photos, plans and web resources to describe what a locality might be like.

Physical geography

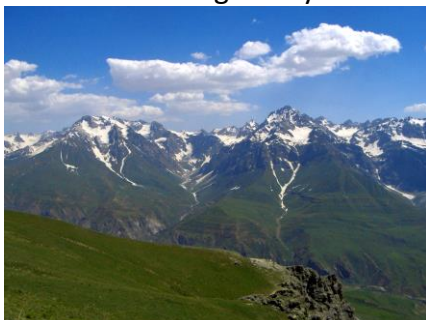
- Describe and understand key aspects of Physical geography including climate zones, mountains.
- Accurately use a 4 and 6 figure grid reference. Sketch maps when carrying out a field study.

Human Geography

- Can map land use with their own criteria.

Geographical skills and fieldwork

- Can recognise symbols on an Ordnance Survey map



Religious Education

Spring 1:

What do Christians believe is the most important event that has happened?

(Christianity)

I can explain important events in Christianity and how these differ within different denominations

- To retell, explain and reflect on stories surrounding different important events from the Christian faith.
- To explore what different denominations of Christians believe is the most important religious event.
- To develop an understanding of what people learn from other religious events and the importance of these.

Spring 2

What is the truth about the Baisakhi story?

(Sikhism)

I can explain the significance of the Baisakhi story and express my own opinion

- To retell and reflect on the story of Baisakhi.
- To explain the significance of the Baisakhi story.
- To express my own opinions and views on the meaning and purpose of life.
- To identify and express views on whether stories are always true.



Computing



Spring 1

We are interface designers

- Create an app using Espresso coding.

Spring 2

We are publishers

- Use Publisher to design a newspaper article based on our English unit.

Art & DT

Spring 1

Identity and Heritage

Artist focus: Njideka Akunyili Crosby

- Students will produce a piece of work in their choice of media. The piece will be inspired by their own identity and cultural heritage. They will research themselves/interests/family history and produce an imaginative piece inspired by these things.
- Njideka uses her mixed cultural heritage in her work. She fuses photographs, paintings and drawings in her work. She is of Nigerian heritage and lives and works in America.



Spring 2

Mandala Art Painting

Students produce their own mandala design and add colour using choice of media.



MODERN FOREIGN LANGUAGES



Spring 1 & 2

Les vêtements (The clothes)

- In this unit the children will learn:
- To repeat, recall and spell the clothes vocabulary from memory with accuracy
- To use the correct determiner **un, une** or **des** with clothing items
- To say '**Je porte**' (I am wearing) '**Il porte**' (He wears) and '**Elle porte**' (She wears)
- To say what I wear in different weather/situations
- To describe clothes by colour and understand the concept of adjectival agreement
- To confidently use the possessive adjectives **mon, ma** and **mes** (my)

PHYSICAL EDUCATION

Spring 1

Indoor: Dance

Outdoor: Net/Wall - Hockey

Spring 2

Indoor: Dance

Outdoor: Invasion Games (hands) - Volleyball

PSHE



Spring 1

Health and Wellbeing

Relationships inc RSE

- *I can recognise and explain physical changes, what sexual intercourse is and how pregnancy occurs/can be prevented*
- *I can explain: how to keep personal information safe; regulations and choices; drug use and the law; drug use and the media*

Spring 2

Health and Wellbeing

Drugs and Alcohol

- How to maintain physical, mental and emotional health and wellbeing
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing
- Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety
- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media