













# Our Year 6 Curriculum - Spring 2



<b>Lens &amp; Big Question</b> 	<b>Rights:</b> Have women's lives improved over time since 1066 in the UK?
<b>Maths</b> 	<b>Fractions, decimals and percentages (FDP)</b> - Percentages, fractions and decimals are fundamental mathematical skills that pupils should possess. Pupils should be able to convert percentages, fractions and decimals to one another.  <b>Algebra:</b> use simple formulae; generate and describe linear number sequences; express missing number problems algebraically; find pairs of numbers that satisfy an equation with two unknowns; enumerate possibilities of combinations of two variables.
<b>English</b> 	<b>Reading:</b> Texts we will be studying - Cogheart, Rose Blanch, 'The Story About Standing Up for Girls' Rights'- Malala, Anthology of Amazing Women.  <b>Writing:</b> Pupils will begin by using non-fiction essay writing skills to answer a history based essay question using formal writing techniques. The focus will then switch to narrative writing based on the Destination Reader text Cogheart. The pupils will learn how to add tension/suspense to their writing, as well as how to use dialogue to move a story along. There will be a grammar focus on using subordinate/relative clauses within their writing, as well as a push on ensuring that all pupils are consistently applying the non-negotiables of joined, legible handwriting and spelling the words from the Y2-Y6 spelling list correctly.
<b>History</b>	<b>Women's roles and rights through time - medieval, suffrage and WW2</b> The pupils will examine how women's rights have changed over time. The children will know why particular 'amazing women' were significant in history. They will compare the contributions of two 'amazing women' - note similarities and differences and make connections/notice trends.
<b>Science</b> 	<b>Electricity: voltage and electrical circuits</b> The children will learn to recognise and draw scientific circuit symbols. They will develop their scientific thinking by planning an investigation ( <i>'do higher voltages affect the motor in an electrical circuit?'</i> ) and writing it up according to the scientific method.
<b>PSHCE</b> 	<b>Theme - How can the media influence people?</b> The children will build on their learning from Spring 1: <u>Managing feelings about the news</u> <ul style="list-style-type: none"> <li>• To consider the impact of news stories on feelings and emotions</li> <li>• Describe how news stories can affect people's feelings</li> <li>• Suggest ways to manage emotional responses when interacting with the news</li> <li>• Recognise why it is not appropriate to share personal (private) information as news</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how to report concerns, ask for support or</li> <li>• seek advice in relation to news stories</li> </ul> <p><u>Spotting fake news</u></p> <ul style="list-style-type: none"> <li>• To identify fake news and its consequences</li> <li>• Explain what fake news is and why it is created</li> <li>• Identify what questions to ask and what checks to make to decide whether a news report is fake or real</li> <li>• Infer how a fake news story may affect someone's emotions and behaviour</li> <li>• Give reasons why fake news can be harmful</li> </ul> <p><u>Understanding that news is targeted</u></p> <ul style="list-style-type: none"> <li>• To understand that online news is targeted to the reader Identify how to recognise online targeting</li> <li>• Recognise that companies (including news providers) use information about people to target them with content they are more likely to engage with</li> <li>• Explain how someone's online choices (such as their search history and profile) affect the type of information targeted at them</li> <li>• Describe how online targeting can be used to influence someone's beliefs, actions and choices</li> </ul> <p><b>British Value - Tolerance</b></p>
<p><b>Music</b></p> 	<p><b>Silent Movies and influential women in music</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts</li> <li>• Use technology appropriately</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>
<p><b>Design and Technology</b></p> 	<p><b>Mechanisms:</b></p> <p>Pupils will make close observations of a simple mechanical racing vehicle. They will design their own race car ensuring they include all specific criteria and add in specific features of their own. They will use tools to construct their vehicle prototype and apply what they have learnt in science (electrical circuits). They will race their vehicle prototype on a specific track. They will have time to review, reflect and make adaptations to their vehicle in order to improve its performance and meet the requirements of the user's purpose.</p>
<p><b>Computing</b></p> 	<p><b>Hacking/code breaking - Bletchley Park</b></p> <p>Bletchley Park is considered the home of modern computing. In this unit, children can discover the history of Bletchley and learn about the code breaking and password hacking. They will have the opportunity to demonstrate some of their digital literacy skills by creating presentations about historical figures.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain that codes can be used for a number of different reasons and decode messages.</li> <li>• Explain how to ensure a password is secure and how this works.</li> <li>• Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.</li> <li>• Explain the importance of historical figures and their contribution</li> </ul>

	<p>towards computer science.</p> <ul style="list-style-type: none"> <li>• Present information about their historical figure in an interesting and engaging manner.</li> </ul> <p><b>Online Safety - Capturing evidence/ PSHE unit</b></p>
<p><b>French</b></p> 	<p><u>Le Week-end</u></p> <ul style="list-style-type: none"> <li>• In French we will continue with our topic based around weekend activities (Le Week-end).</li> <li>• We will explore the conjugation of the high frequency verb <i>Aller</i> (to go).</li> <li>• Pupils will learn to manipulate language and learn to transfer language from last term's topic to this current topic.</li> <li>• They will be writing and presenting orally an extended piece of text.</li> </ul>
<p><b>PE</b></p> 	<p><u>Outdoor PE - Athletics</u></p> <ul style="list-style-type: none"> <li>• In this unit, pupils continue to build on their Y5 knowledge, they are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</li> <li>• Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</li> <li>• They learn how to improve by identifying areas of strength as well as areas to develop.</li> <li>• Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</li> <li>• In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</li> </ul> <p><b>Outdoor PE Day:</b>  <b>6P/6G - Thursday every week</b>  <b>6V - Friday every week</b>  <b>6W - Wednesday every week</b></p> <p><u>Indoor PE - Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Pupils will focus on developing an idea or theme into dance choreography.</li> <li>• They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics.</li> <li>• Pupils will have opportunities to choreograph, perform and provide feedback on dance.</li> <li>• Pupils think about how to use movement to convey ideas, emotions, feelings and characters.</li> <li>• Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</li> </ul> <p><b>Indoor PE Day:</b>  <b>6P/6G - Wk1, Wk3, Wk5</b>  <b>6V/6W - Wk2, Wk 4, Wk6</b></p> <p><u>Swimming - Dolphin Kick and Personal Survival Techniques</u></p> <p><b>Swimming Day:</b>  <b>6P/6G - Wk2, Wk4, Wk 6</b>  <b>6V/6W - Wk1, Wk3, Wk5</b></p>