Berkswell Church of England Primary School Curriculum Overview
Year 6 Spring Term – Home Sweet Home

English

T4W – Carrie's War – narrative (short story)
Focus: Warning Tales using The Canal as a stimulus.

Writing End Points:
Suspense Toolkit ideas:
- Hide the threat
- Use an abandoned setting or lull the reader with a cosy setting
- Personify the setting to make it sound dangerous – use the weather and/or time of day to create atmosphere
- Make your character hear, see, touch, smell or sense something ominous
- Surprise the reader with the unexpected
- Suggest something is about to happen
- Reveal the character's thoughts
- Slow the action by using sentences of three and drop in clauses

Settings Toolkit ideas:
- Choose a name that suggests something about the setting, e.g. Hangman's Wood
- Show the scene through the character's eyes – Jill peered round the shop
- Use a detailed sentence of three to describe what can be seen, heard or touched e.g. Old carpets, dusty carpets and broken chairs littered the floor.
- Pick out unusual details to bring the setting alive e.g. On the piano, stood a large cage containing a yellow snake.
- Introduce something unusual to hook the reader and lead the story forward, e.g. There was a letter on the doormat…
- Change atmosphere by altering the weather, place or time and use metaphor and personification, e.g. the wind moaned
- Reflect a character's feelings in the setting

T4W – War time children – non-fiction.
Focus: Mixed genre using Rose Blanche and Archie's War as a stimulus
Writing End Points:
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using 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 [for example, headings, bullet points, underlining]
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors

Additionally, each class studies a class book during BREAK (Berkswell Reading forEnjoyment and Knowledge) sessions. This term, children in Year 6 will be reading **'When Stars are Scattered'** by Victoria Jamieson and Omar Mohamed.

Phonics and Spelling:

- **Prefixes and Suffixes:** Understanding how these change word meaning (e.g., -able/-ably, -ible/-ibly), including rules for adding them.
- **Silent Letters:** Learning to spell words containing silent letters
- **Homophones and Near-Homophones:** Correct usage of tricky words
- **Word Endings:** Special focus on -cial/-tial (e.g., special, artificial, initial) and -ce/-cy/-se/-sy.
- **Word Families**: Identifying and using related words to understand spelling patterns
- **Hyphens:** Using hyphens to join prefixes to root words, especially when the prefix ends in a vowel (e.g., co-ordinate, re-enter, sub-genre).
- **Vocabulary Mastery:** Demonstrating accuracy with the statutory Year 5 and 6 word list, which includes words like accommodate, conscious, exaggerate, neighbour, and stomach.
- **Dictionary Usage:** Confidently using dictionaries and thesauruses to verify spelling and explore word meanings.

Spelling Shed Objectives:
- Words with the suffix '-ably', 'ible, 'ibly'
- Words that can be nouns and verbs
- Words ending in '-ent' and '–ence'
- Words with origins in other countries and languages
- Words ending in '-er', '-or' and '-ar'
- Words beginning with 'acc-'
- Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'

Grammar
- Use brackets, dashes or commas to indicate parenthesis
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use commas to clarify meaning or avoid ambiguity in writing
- Use the perfect form of verbs to mark relationships of time and cause

Sentence construction:
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that
- Use expanded noun phrases to convey complicated information and build description
- Linking ideas across paragraphs using adverbials of time, place and number or tense choices

Handwriting
- **Speed and Fluency:** Writing legibly and with increasing speed to ensure composition is not hindered.
- **Joining Choices:** Using diagonal and horizontal strokes to join letters efficiently, while recognising when letters are best left un-joined.
- **Consistency:** Maintaining consistent size and spacing, including keeping ascenders and descenders consistent.
- **Presentation:** Using different styles - such as joined cursive for essays or un-joined for labelling - to communicate meaning clearly.
- **Posture:** Maintaining a correct posture and seating position to support comfortable, long-form writing.

Maths

Number and place value

- Read and write numbers beyond 1,000,000.
- Order numbers to 10,000,000.
- Round numbers to a specified degree of accuracy.
- Interpret negative numbers in context.
- Solve multi-step number problems.

Addition, subtraction, multiplication and division

- Use prime numbers in problem-solving.
- Multiply up to 4-digit numbers by a 2-digit number using long multiplication.
- Divide by a 2-digit number using long division.
- Interpret remainders as whole numbers, fractions and by rounding according to context.
- Check answers using estimation and inverse operations.
- Understand brackets.
- Apply the order of operations using all four operations.
- Solve calculations involving multiple operations.
- Solve multi-step addition and subtraction problems.
- Solve multi-step multiplication and division problems.
- Explain and justify calculation choices.

Statistics

- Construct line graphs.
- Construct pie charts.
- Solve problems using pie charts and line graphs.
- Compare information presented in different graphs.
- Calculate the mean as an average.

Algebra

- Express missing number problems algebraically.
- Use simple formulae written in words.
- Substitute values into formulae.
- Generate linear number sequences.
- Describe sequence rules.

Ratio and Proportion

- Find missing values using multiplication facts.
- Find missing values using division facts.
- Solve simple ratio problems.
- Use ratio language accurately.

Fractions Decimals and Percentages

- Add fractions with different denominators.
- Subtract fractions with different denominators.
- Add mixed numbers.
- Subtract mixed numbers.
- Order fractions greater than one.
- Associate fractions with division.
- Convert simple fractions into decimal equivalents.
- Solve reasoning problems involving fractions.
- Multiply one-digit numbers by decimals with up to two decimal places.
- Use written division methods giving decimal answers.
- Solve decimal calculations in context.
- Calculate percentages of whole numbers.
- Calculate percentages of measures.
- Express percentages as fractions and decimals.
- Solve multi-step percentage problems.

Measures

- Use decimal notation when converting units.
- Convert between smaller and larger units.
- Convert between miles and kilometres.
- Compare and order measurements.
- Solve multi-step conversion problems.
- Calculate the area of rectangles, parallelograms and triangles.
- Solve area problems.
- Calculate volume of cubes using cubes and diagrams.
- Calculate volume of cuboids.
- Compare and estimate volumes.
- Measure volume using cubic centimetres (cm^3) and cubic metres (m^3)

Geometry

- Find missing angles in triangles, quadrilaterals and regular polygons.
- Recognise angles at a point and on a straight line.
- Recognise vertically opposite angles.
- Identify radius, diameter and circumference.
- Read coordinates in all four quadrants.
- Plot coordinates in all four quadrants.
- Describe positions using coordinate notation.
- Reflect shapes in axes.
- Solve coordinate and transformation problems.

Science

Light

Pupils build on their work on light in Year 3 to make more detailed investigations of shadows. They use their conclusions from this work to create shadow puppets and use special effects in their puppet shows. They study reflectivity, build a periscope and investigate the effectiveness of sunglasses, learning about the dangers of UV light.

Key Concepts

1. Light comes from a light source.
2. Light travels in straight lines
3. We see when light enters out eyes and we need light to see things, even shiny things.
4. Light reflects off shiny surfaces in an orderly manner, producing reflections
5. Light reflects off non-shiny things in a scattered way producing no reflection

Developing scientific thinking

This unit supports the following elements in particular:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests

reporting and presenting findings from enquiries, including conclusions, causal relationships and explanationsof and degree of trust in results, in oral and written forms such as displays and other presentations

Computing

Being safe in a digital world

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Networks

This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks, including the possible positive and negatives uses of networks.

Graphing

This unit explores the benefits of creating common graph types, digitally. Children will create a range of familiar graph types using the 2Graph and 2Calculate tools, exploring features that make it easy to present data in the best possible way.

Data Detectives

This unit introduces children to Data Detectives, an interactive set of databases challenges that children work through. Children will be expected to interpret information being requested and query databases to find the information.

Geography

Locational knowledge- UK

- Use four and six figure grid references to build knowledge of the UK.

History

Local Study – Coventry and The Blitz

- Recognise buildings and features in their local area and know that the locality and land use has changed over time
- Demonstrate factual knowledge and understanding about the history of the locality and about some of the main events and people linked to the area.
- Ask and answer questions and make deductions about the area by using historical sources.

Music

A New Year Carol

All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.

Other learning within the unit gives the children the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk.

You've Got A Friend

All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.

PSHE – The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

Dreams and Goals: This theme aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me: This theme covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Physical Education

Yoga:

- Perform yoga poses with good core strength, flexibility and balance
- Perform poses, whilst remembering to use breathing techniques
- Collaborate in a group to create a routine

World War Two Dance:

- Co-operate, communicate and collaborate with group to make up a warm up with good rhythm and timing
- Translate ideas from a stimulus into movement showing expression, precision, control and fluency
- Dance in unison in a group showing good timing, energy and strength
- Dance in canon in a group showing good timing, energy and strength
- Use levels, travelling and space with timing and musicality

Handball:

- Dribble the ball and perform a variety of passes
- Use a variety of shooting techniques eg. Feint and shoot
- Apply attacking and defensive principles

Quicksticks:

- Show good control when moving in a variety of directions
- Pass with control and accuracy, and move into a space
- Tackle a player with control and strength and time it correctly to win the ball
- Mark opponents with success
- Hit a moving ball into a goal from different angles with some success
- Evaluate and recognise success to help improve performance

French

Children will explore the themes of:

All in a Day and This is France

- Learn how to tell the time – o/clock, half past, quarter past / quarter to
- Learn how to use 24hr times and how the French represent am and pm times
- Consolidate how to use the time by understanding a French school timetable
- Locate France's neighbours, learn about Paris and French landmarks and famous French people. Matisse,Marie Curie

Pupils will reinforce and extend their skills in listening, speaking, reading (including phonics), writing and grammar

Religious Education

Hinduism (Layover Unit)

In this unit children will learn about key Hindu beliefs and concepts. They will take a enquiry based approach in order to be able to answer the following questions:

- How is God/supreme being understood in Hindu traditions?
- What is Sanatan Dharma?
- How is the soul understood in Hindu worldviews?
- What is the source of Hindu wisdom?
- How are the body and the mind nurtured?
- What is worship and why is it important for those with Hindu worldviews?
- Is meditation central to Buddhist worldviews?

How might your worldview impact on the way you understand death and beyond?

- What is the transcendent and why is it important in some worldviews?
- What is the self?
- What are my questions about life, death and afterlife?
- How do people live based on their beliefs about life after death?

Salvation: What difference does the resurrection make to Christians?

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

Art

Edward Hopper – Take a Seat

The children study the work of Edward Hopper before designing their own 'seat'to be created out of Modroc and then painted. They will also explore how to make figures, using a range of materials including wire and pipe cleaners, whichwill then sit in their finished seat.

Design Technology

Electrical Systems – More Complex Switches

Drawing on science understanding, the children explore a range of electrical systems that could be used to control a moving vehicle, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.