

**Science** This half term, children will complete their unit on Electricity and then begin unit on Animals including Humans

**National Curriculum Links - Children will:**

- 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
- 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

**History** **Local Study** - What role did Liverpool play in Transatlantic Slavery?

**National Curriculum Links - Children will:**

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

### **Art/Design Technology**

This half term, the children's artwork will be linked to their History work - Transatlantic Slavery (Freedom Quilt)

**National Curriculum Links - Children will:**

- 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 using a range of materials

**Music** Children will work take part in a weekly drumming workshop.

**National Curriculum Links - Children will:**

- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and control

## YEAR 6 Spring Term



## RE: Sikhism



### **PE - Gymnastics**

**National Curriculum Links - Children will:**

- Develop flexibility, strength, technique, control and balance through gymnastics
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Computing** This half term, children will create their own App linked to their History Theme.

**National Curriculum Links - Children will:**

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- 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
- 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

## English

*This half term, our focused text (for written outcomes) is 'Dreams of Freedom'*

**Reading:** Our whole class shared text will be 'Holes'

**GPS (Grammar, Punctuation and Spelling)**

### NC links

#### **Reading – children will continue to:**

- Read books that are structured in different ways and reading for a range of purposes
- Identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books
- Check the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

#### **Writing – children will continue to:**

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Note and develop initial ideas, drawing on reading and research where necessary
- When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action assessing the effectiveness of their own and others' writing
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**Punctuation** Begin to use the semi-colon, dash and colon to mark the boundary between independent clauses and to embed the use of commas to separate main and subordinate clauses within more complex sentences. Continue to use brackets (for parentheses)

**Spelling** – Children continue to work through Read Write Inc for Spelling, working through objectives as set out in the programme that reflects National Curriculum

**Handwriting** Write legibly, fluently and with increasing speed

## Mathematics

### FDP and Measures

#### NC links:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions  $>1$
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction, e.g.,  $\frac{3}{8}$
- Solve problems based upon the above
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- 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
- Convert between miles and kilometres
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ]
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure, for example, length, mass, volume and money using decimal notation, including scaling.

# Year 6 Spring

