



Cranborne Middle School

Curriculum Overview

Y6 Spring Term

Core subjects

English

Range of non-fiction texts

After starting the term with two weeks of focused work on key skills for the SATs, we move on to non-fiction reading and writing. We study a range of different texts for different purposes (complaint letters, police reports, and wildlife factual pieces, for example) and plan and write our own writing with a wide range of punctuation, and changes between formal and informal tones.

Quest Stories and other narratives

During the remainder of this term we will be exploring stories that create suspense and tension. Extracts from high-profile authors will provide year 6 with an exciting starting point to their writing. Year 6 will learn how to create a tense atmosphere and drip feed information to the reader, increasing suspense levels as they go. In this half term, they also show how their writing has progressed by using speech, description and a range of sentences to control an exciting story.

Maths

Ratio and Proportion

Year 6 maths will teach children more about the relationship between two numbers. They will learn to recognise proportionality in different contexts and solve problems using scale factors, unequal properties (for example, "For every three green apples, four are red. What fraction of the apples are green?"). They'll also learn to use percentages to calculate angles of pie charts.

Algebra

Year 6 is the first taste children will get of algebra, a key part of Key Stage 3 maths. During this year, they'll be introduced to simple formulae and will learn to generate and describe linear number sequences, express missing numbers algebraically and find pairs of numbers that satisfy equations with two unknowns.

Measurement

Children will develop their understanding of different types of measurements by learning to convert units of measurement, and measurements of length, time, mass and volume using decimal notation up to three decimal places. They will also continue learning about perimeter, area and volume, and use formulae where possible to calculate area and volume.

Science

Evolution & Inheritance

Building on what pupils have learned about fossils in Year 3, pupils find out more about how living things have changed over time. Pupils are introduced to the idea that characteristics are passed from parents to their offspring, but that they are not exactly the same. Pupils should also appreciate that variation over time can make animals more or less likely to survive in particular environments (adaptation). Pupils look at evolution and Charles Darwin's theory of natural selection, as well as palaeontologist Mary Anning's work with fossils.

Light

The topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable pupils to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on work carried out in Year 3 on light, shadows and reflection.

Foundation subjects	
Art	<p>Aztec masks The aim of this project is to develop pupils' knowledge of masks and tribal headgear and their uses in different cultures. Focusing on African and Aztec culture, pupils apply their new found knowledge of the Aztecs from their History lessons.</p>
Computing	<p>Programming A - variables in games Exploring variables when designing and coding a game.</p>
	<p>Data and information Introduction to spreadsheets: Answering questions by using spreadsheets to organise and calculate data.</p>
Design Technology	<p>Food Technology: Baking and Decoration Pupils learn about health, safety and hygiene in the food room. Pupils cook on a fortnightly rotation and learn basic cooking and decorative skills using a range of icing techniques. Recipes include 3D iced biscuits, decorated fairy cakes and a Easter cake.</p>
French	<p>What clothes do we wear? - On porte quels vêtements? Students describe and compare their uniforms and home clothing. Students extend their learning by giving opinions, using connectives and recap numbers to imagine buying clothing. They begin to conjugate regular present tense –er verbs.</p>
	<p>What do we like to eat and drink? - Qu'est-ce qu'on aime manger et boire? Students are introduced to vocabulary for food and drink. They describe, compare and give opinions regarding food in school. They compare the food they eat in British schools, and that which is eaten in France, further conjugating –er verbs and recapping BAGs adjectives to do so.</p>
Geography	<p>Mountains Pupils will understand what mountains are and where they are. They will go on to discover how mountains are formed; with a focus on fold mountains. Finally, they will demonstrate they understand the difference of life in mountains to Dorset.</p>
History	<p>Aztecs Pupils will look at the Aztec civilization and develop their understanding of world history.</p>
Music	<p>Beethoven Pupils will explore the key features of Romantic music, focusing on Fur Elise by Beethoven. They will learn to perform this piece as a soloist and in a group, going on to compose their own Romantic pieces.</p>
Physical Education	<p>Gymnastics Children will demonstrate and consolidate basic actions of travelling, jumping and landing, transferring of weight, balancing, rolling and turning both on the floor and when using apparatus. Through floor mats and vaulting apparatus, children will learn how to choreograph and produce sequences, linking actions.</p>
	<p>TAG Rugby Pupils will learn the basics of TAG rugby in a non-threatening environment. (Full contact removed). Pupils will look at strategies and tactics, as well as using space to outwit an opponent. Informed decision making will be applied to ensure they can have a positive impact on the small sided game. Rules of the game will be covered and adhered to when put into practice. Pupils will be able to consider their own and others performance and respectfully suggest ways of improving.</p>
PSHCE	<p>Healthy Me Including: knowing the impact of food on the body and being motivated to give their body the best combination of food for their physical and emotional health; knowing about the different types of drugs and their uses and their effects on the body; being able to explain how they feel about using alcohol when they are older and their reasons for this; understanding what it means to be emotionally well and exploring people's attitudes towards mental health/illness; knowing how to help themselves feel emotionally healthy and recognising when they need help with this; recognising when they feel stressed and the triggers that cause this, and using different strategies to manage stress and pressure; and understanding how stress can cause alcohol misuse and being motivated to find ways to be happy and cope with life's situations without drugs.</p>
	<p>Dreams and Goals Including: know their learning strengths and set challenging, realistic goals for themselves; to work out their learning steps and success criteria to reach their goals and understand how to motivate themselves; to identify problems in the world that concern them and talk to other people about it; work with other people to help make the world a better place and empathise with people who are suffering or living in difficult situations; describe some ways in which they can work with other people to help make the world a better place; and know what some people in their class admire about them and accept their praise.</p>
Religious Education	<p>Buddhism In this unit, pupils will use their drama skills to describe the life of Buddha and explain how he became enlightened. They will be able to explain the ethical code of a Buddhist and think about how they could apply these ethics in their own lives.</p>