



YEAR 6

CURRICULUM LEAFLET

EXPLORE—SPRING 1

POPULATION



READING

Children will begin to read *'The Explorer by Katherine Rundell'*. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read. We will also begin to learn a range of strategies for our statutory End of Key Stage Assessments (SATs).



WRITING

Using *The Unforgotten Coat by Frank Cottrell Boyce*, we will explore the issue of refugees and the reasons why people have to flee countries and seek asylum. We will write extended narratives in the style of a journal, recorded as a series of diary entries. We will also write explanation texts about a science experiment, mirroring the text, as well as non-chronological reports, following research about Mongolia. We will also explore *The Arrival by Shaun Tan*. It explores the issue of immigration and the reasons why people have to flee countries and seek asylum.



MATHS

Review Prior Learning:

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language
- To describe positions and movements on a 2-D grid as coordinates in the first quadrant
- To describe position, direction and movement, including whole, half, quarter and three-quarter turns

New Learning:

- Co-ordinates and shapes
- Fractions

PSHE/ SATs

PSHE: Family and relationships

Learning to resolve conflict, through negotiation and compromise. Exploring respect, understanding that everyone deserves to be respected. Learning about the process of grief and the associated emotions relating to grief.

SATs Booster

In preparation for the SATs, pupils will receive various boosters and interventions, such as:

- Maths Tutoring
- SLT 1:1 Maths tutorials
- Morning Y6 Maths Booster
- Weekly Reading and Grammar Boosters

PE/ SPANISH

Physical Education :

In Year 6, will have two weekly PE lessons.

Teachers: Indoors: Hockey

Coach: Outdoors: Basketball



Spanish: European and Spanish speaking countries

Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.

COMPUTING/ MUSIC

Computing: Creating media: History of computers

In the second part of our Bletchley Park topic, children write, record and edit radio plays set during WWII, look back in time at how computers have evolved from being larger than a room to fitting into the palm of your hand, and design a computer of the future.

Music: A New Year Carol

Focus - performance, listening and composition.



ART/ DT

Art : Making memories

Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.

DT: - Structures - Playgrounds

Using the skills they've developed over the past few years, children will select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing.





YEAR 6

GEOGRAPHY

SPRING 1

POPULATION

PRIOR KNOWLEDGE

Previously in Year 3:

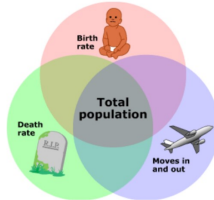
- **Villages, Towns and Cities**—Where are the world's people?

Previously in Year 4:

- **Migration**—How does migration affect people and places?

Previously in Year 5:

- **Slums**—What is a slum?
- **Energy and Sustainability**—What is sustainability?



FUTURE KNOWLEDGE

Later in Year 6:

- **Local Fieldwork**—How do geographers collect data?
- **Globalisation**—How has globalisation changed the way we communicate? Where will globalisation lead us?

NEW KNOWLEDGE

During this unit, I will learn:

- Where are all the people?
- Why does population change?
- What is a population pyramid?
- What challenges can a growing population present?
- What challenges can an ageing population present?
- How do we feed the planet?

GEOGRAPHICAL SKILLS AND FIELDWORK

During this unit, I will learn:

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources

KEY IDEAS AND VOCABULARY

The population of the world is rapidly increasing every day. The world's population is expected to increase by nearly 2 billion persons in the next 30 years, from the current 8 billion to 9.7 billion in 2050 and could peak at nearly 10.4 billion in the mid-2080s!

Birth rate	The number of births per 1000 people per year.
Death rate	The number of deaths per 1000 people per year.
Infant mortality rate	The number of babies that die before their first birth.
Natural increase/natural decrease	When there are more births than deaths, so the pop-
Life expectancy	The average age that a person is expected to live to.
Inequality	A lack of fairness or equality.
Population	The people who live in a particular place.
Migration	The movement of people (or animals) from one place
Population density	The number of people living in one square kilometre.
Population distribution	How people are spread out.
Rural area	An area of countryside or a village.
Urban area	An area of town or city.
Sparsely populated	Very few people live in the area. For example: rural
Densely populated	Many people live in the area. For example: cities such



YEAR 6

SCIENCE

SPRING 1

HEAT

PRIOR KNOWLEDGE

Previously in Year 4:

- **Phases of Matter**—Recognise the properties of the particles in the three states of matter and the effect of heat on particles

Previously in Year 5:

- **Physical and chemical changes**—what happens to particles when heating or cooling
- **Separating Mixtures**— know how to separate mixtures through boiling

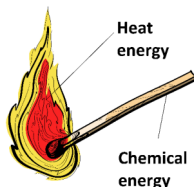
Previously in Year 6:

- **Chemical Reactions**—What happens to particles during burning?

FUTURE KNOWLEDGE

Later in Year 6:

- **Energy**—What is energy transformation? What is power and how does it apply to electrical appliances?



NEW KNOWLEDGE

During this unit, I will learn:

- What happens when you heat particles?
- Why does heat cause expansion in a substance?
- What is thermal equilibrium?
- How is heat transferred between particles?
- What are thermal conductors and insulators?
- How can we prevent heat from getting to an ice cube?

SCIENTIFIC ENQUIRY

During this unit, I will learn:

Research

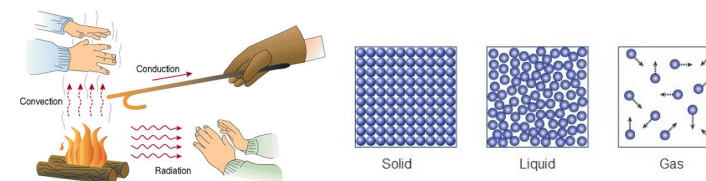
- Investigate how to stop an ice cube melting for as long as possible.

Comparative or Fair Testing:

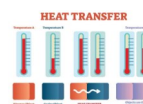
- place one hand in cold water and one hand in hot water for 1 minute. Then place both hands in room temperature water record observations
- Observe the demonstration of objects reaching thermal equilibrium and add annotations to the diagrams
- Draw conclusions from the results and describe causal relationships in results.

KEY IDEAS AND VOCABULARY

Heat energy is the result of the movement of tiny particles in solids, liquids and gases. Heat energy can be transferred from one object to another. The transfer or flow due to the difference in temperature between the two objects is called heat.

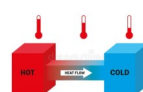


Heat Transfer



Heat transfer is the exchange of thermal energy between physical objects.

Thermal equilibrium



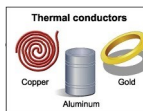
Heat is the flow of energy from a high temperature to a low temperature. When these temperatures balance out, heat stops flowing, then the system is

States of Matter



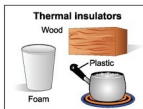
Solid; Liquid; Gases.

Thermal conductors



Conductors are materials that allow the heat to easily pass through it. Copper is the most effective heat conductor among other conductors such as aluminum, brass, silver, gold, and steel.

Thermal insulators



An insulator is a material which does not easily allow heat to pass through it. Plastic, wood, rubber and glass are examples of good insulators.