



YEAR 6

CURRICULUM LEAFLET

EXPLORE—SPRING 2

GLOBAL GOALS: 2 & 7



READING

Children will begin to read *'The Last Wild'* by **Piers Tordy** in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. We will also begin to learn a range of strategies for our statutory End of Key Stage Assessments (SATs).



WRITING

Using *The Last Wild* by **Piers Tordy**, children will learn and revise many of the key grammar requirements of Y6 and have opportunity to apply them within short and longer written outcomes. Using *The Wind in the Wall* by **Sally Gardner**, children will build toward writing an extended spooky narrative within the Gothic horror tradition.



MATHS

Review Prior Learning:

- Solve problems involving knowledge of fractions, decimals and percentage equivalents
- To convert between different units of metric measure.
- Complete, read and interpret information in tables, including timetables

New Learning:

- Percentages
- Decimals
- Measure
- Proportion problems
- Statistics

PSHE/ SATs

PSHE: Safety and the changing body

Learning about the reliability of online information, relationships, the changes experienced during puberty, risks associated with alcohol, how to administer first aid to someone who is choking or unresponsive. Parents have a right to withdraw their child from Lessons 5 and 6.

SATs Booster

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

- Morning Y6 Maths Booster (every Thursday 8am)
- SLT Maths tutorials
- Maths Tutoring
- Weekly Reading and Grammar Boosters

PE/ SPANISH

Physical Education: In Year 6, will have two weekly PE lessons.

Indoors: Fitness

Outdoors: Netball



Spanish: 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

Computing: Data handling 1: Big Data 1

'Big Data' describes the ways that companies and organisations use data in their work. Children will identify how barcodes and OR codes work. They will learn how infrared waves are used for the transmission of data while recognising the uses of RFID as well as gathering, analysing and evaluating data collected from RFID data collection points.



ART/ DT

Art : Arts and Minds - Wellbeing Project

Pupils will take part in a whole school 'Arts and Minds—Wellbeing Project!'

DT: Textiles: Waistcoats

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





YEAR 6

GEOGRAPHY

SPRING 2

LOCAL FIELDWORK

PRIOR KNOWLEDGE

Previously in Year 3:

- **Villages, Towns and Cities**—What makes up a city?

Previously in Year 4:

- **Rivers** —What landforms can a river create?
- **Natural Resources**—What resources does the UK have?

Previously in Year 5:

- **Biomes**—How are biomes being damaged?

NEW KNOWLEDGE

During this unit, I will learn:

- Why do fieldwork?
- What tools do geographers use?
- Why geographers do surveys and questionnaires?
- How do geographers collect data?
- How do geographers present their data?
- What do geographers do with their data?

KEY IDEAS AND VOCABULARY

Fieldwork is the gathering of information in a real environment, outside the classroom. When carrying out fieldwork, you will need to:

- Observe
- Plan
- Question
- Research
- collect and record data
- stay safe
- present your findings



GEOGRAPHICAL SKILLS AND FIELDWORK

FUTURE KNOWLEDGE

Later in KS3 (Secondary School):

Geographical skills and fieldwork:

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.



Compass points

Sometimes the direction you need to take isn't exactly north, east, south or west and it might be in the middle of two points:

- **north-east (NE)** is in-between north and east.
- **south-east (SE)** is in-between south and east.
- **south-west (SW)** is in-between south and west.
- **north-west (NW)** is in-between north and west.

During this unit:

Geographical skills and fieldwork

- I will use maps, atlases, globes and digital/computer mapping to locate countries and identify where researchers above carry out fieldwork.
- I will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world
- I will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Primary data Secondary data



Primary Data that you personally collect when doing fieldwork. Secondary Data that someone else has collected e.g. data another school has collected or a newspaper article.

Quantitative data Qualitative data



Quantitative data: Data with a numerical value.
Qualitative data: Data that is words or images, usually containing views, opinions or feelings.

Analysis



Detailed examination of something usually data.

Conclusion



Drawing together results to reach an answer. In fieldwork drawing results from data to answer the enquiry question.

Evaluation



Weighing up the positives and negatives of something. In fieldwork it refers to considering how reliable and accurate the results are.

Accuracy



How limited errors have been, therefore making data more likely to give true results.

Reliability



How trustworthy data is based on it being a good representation of possible data to be collected.



YEAR 6

SCIENCE

SPRING 2

ENERGY

PRIOR KNOWLEDGE

Previously in Year 3:

- **Forces**—*What are forces?*

Previously in Year 5:

- **Magnetisms**—*How can we see a magnetic field?*

Previously in Year 6:

- **Particles and Chemical Reactions**—*What happens to particles during burning?*
- **Heat**— *How is heat transferred between particles?*

NEW KNOWLEDGE

During this unit, I will learn:

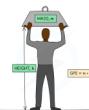
- What are energy stores?
- What is energy transformation?
- What is efficiency and how can it be calculated?
- What is power and how does it apply to electrical appliances?
- How do we relate speed, distance and time?
- How can we calculate kinetic energy?

KEY IDEAS AND VOCABULARY

The energy stored in an object has describes its has the ability to make something happen. Energy facts:

- All energy that is available in the universe already exists
- Energy cannot be created or destroyed
- An energy transfer is when one type of energy is passed to another (e.g. kinetic energy when two things collide)
- An energy transformation is when energy is moved from one stored into another (e.g. chemical to heat when a match is burned)

Gravitational potential energy



Energy stored in an object when it is raised above the ground

Kinetic energy



Energy stored in an object that is moving

Chemical energy



Energy stored inside the chemical bonds inside of substance

Elastic Potential Energy



Energy stored in objects that have been stretched or squashed when that will spring back to their original shape

Heat energy



Energy stored in the vibrations and movement of individual particles as heat

FUTURE KNOWLEDGE

Later in KS3 (Secondary school):

Energy:
Calculation of fuel uses and costs in the domestic context:

- comparing amounts of energy transferred (J, kJ, kW hour)

Energy changes and transfers:

- heating and thermal equilibrium: temperature difference between two objects
- other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.

Changes in systems:

- energy as a quantity that can be quantified and calculated.

SCIENTIFIC ENQUIRY

During this unit:

Comparative and fair tests:

- I will identify the initial and final energy stores in a range of scenarios
- I will calculate efficiency of a given machine
- I will compare the power ratings of a range of appliances
- I will calculate the speed of a range of objects
- I will calculate the kinetic energy of a number of objects
- I will investigate and explain the effect of Grav-