Year 6 Curriculum HT2

PSHE
Celebrating differences

E-safety
Navigating the web

Commando Joe
Mission focus:
Respect, fairness, determination, inquiry, pride, persistence, courage, honesty and selflessness

Personal Development

Wider Curriculum Clubs Available
sports, yoga, choir, football, netball, music, art, drama, cooking, french, computing, sewing and dodgeball

Trips and Visits
Stockport Plaza Pantomime
Tuesday 21st December

No Outsiders
Standing up to discrimination

English

Inspirational Text

Genres for writing:
Narrative
Letters
Diary
Argument
Explanation
Non-chronological report

Within writing, Year 6 will be focusing on:
- Creating and developing characters, plot and atmosphere, across paragraphs, including by interweaving meaningful dialogue
- Ensuring vocabulary and grammatical structures reflect character
- Using persuasive features effectively
- Structuring an argument
- Understanding the active and passive voice; using passive verbs within writing
- Using semi-colons and dashes to join related sentences
- Using colons in non-narrative writing to add explanation

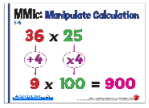
Poetry
Year 6 will continue to practise reciting 'The Road Not Taken' by Robert Frost

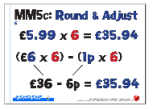
Maths

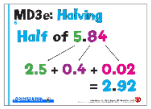
To understand fractions:
- Equivalent fractions and simplifying fractions
- Compare and order fractions, including fractions >1
- Add and subtract fractions with different denominators and mixed number
- Multiply pairs of fractions
- Divide fractions by whole numbers
- Calculate fractions of amounts

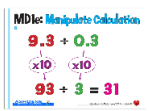
To understand position, direction and movement (Geometry):
- Plotting co-ordinates
- Draw and translate shapes on the co-ordinates plane, and reflect them in the axes
- Reasoning about shape with co-ordinates

Mental Maths









Science

The Year 6 Science topic this half term is Evolution and Inheritance. Children will learn about genetic inheritance, how animals have adapted to their habitats and Darwin's Theory of Natural Selection.

RRSA articles: 24, 29, 31 and 33

Geography

Year 6 will be learning about Biomes. We will look at the location of different biomes and learn about their climates, plant life and animal life. The children will end their topic by considering how biomes are changing due to human activity.

RRSA articles: 2, 6, 14, 24, 27, 29 and 32

Spellings

Year 6 will be reviewing spelling rules from the KS2 curriculum

Music

Miss Marsden will be teaching music to Y6 this half term. Thew children will continue with the instruments they began to learn last half term

RRSA articles: 13,29 and 31

Specialist Teacher

PE

On Tuesdays, Year 6 will be playing tag rugby. We will be joined by a rugby coach from Sale Sharks.
On Fridays, Mrs Prior will be teaching gymnastics

RRSA articles: 24, 29 and 31

Specialist Teacher

RE

Do Christmas celebrations and traditions help Christians to understand who Jesus was and why he was born?

RRSA articles: 2, 29 and 14

Computing

Year 6 will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects.

RRSA articles: 13, 29 and 17

French

Mrs Sunley will be teaching the Year 6 French lessons this half term. They will be learning:
- rooms in a house
- furniture around the house
- different types of houses
- prepositions to describe location

Specialist Teacher

Ashdene

Knowledge Jigsaw

Year 6 Computing HT2

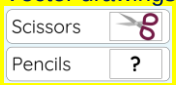
What we already know

A vector drawing is:

- Made on the computer
- Made using lines and shapes
- Made by putting the lines and shapes together to form a complete image

Vector drawings are often used as illustrations. They can be used in documents or presentations.

Vector drawings can be used for creating labels.



One of the biggest advantages of vector drawings is that they are made of shapes.
This means that they can be resized without losing their clarity.

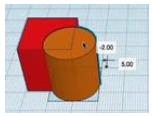
3D modelling

3D modelling can be done on the program Tinkercad.

You can drag 3D shapes from the right hand task bar into the 3D space.

You can change the viewpoint in the 3D space.

You can move a 3D shape by left clicking and then dragging it to your new location.



To create a 3D model you often need to add multiple 3D shapes.

E safety

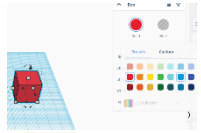
An online reputation is an image of a person projected on the internet. Information that we share online will allow people to form an opinion of you.

You can resize shapes in Tinkercad. To do this you need to left click on the black handle on the bottom edge of the shape.

You can lift shapes in Tinkercad to place them on top of other shapes

To change the colour of your 3D shape in Tinkercad:

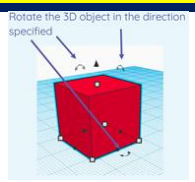
- click on the shape
- then click on the coloured circle to reveal the colour options
- select the new colour you want



E safety

A digital footprint is a person's online activity, history or profile. You can protect your digital footprint by checking terms and conditions on apps/websites and thinking before you post.

To rotate a 3D shape in Tinkercad:
Click on the arrows and turn the shape in the direction you want the shape to rotate.



To duplicate 3D object in Tinkercad:

- Click and drag around the objects you want to duplicate
- Click on duplicate
- Click and drag the 3D objects to another part of the 3D model

E safety

Systems which regulate age-related content are PEGI, BBFC and parental warnings. Age ratings indicate the suitability of content for different age groups.

Dimensions of 3D objects

Tinkercad displays measurements using millimetres (mm).
On the workplane:

- One small square measures 1 mm x 1 mm
- One large square measures 10 mm x 10 mm (the same as 1 cm x 1 cm)

When resizing objects, Tinkercad displays the 3D shape's dimensions in millimetres.

When lifting objects, Tinkercad also displays the distance of the 3D shape from the workplane, or base, in millimetres.

3D objects can be used as placeholders to create holes in other 3D objects.

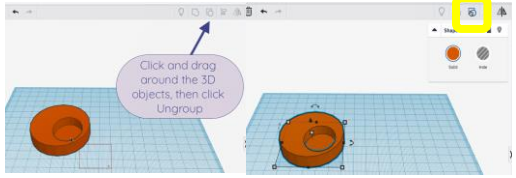
E safety

Peer pressure is the influence within the same group/friendship group, this can be direct or indirect.

Modifying 3D objects

To ungroup 3D objects:

- Click and drag around the 3D objects
- Then click ungroup



E safety

Persuasive design is the features and techniques used by app developers and device manufacturers to encourage us to use their products/services more often or to perform certain behaviours.

Knowledge Jigsaw

Year 6 Science HT2

What we already know

- Fossils are formed over millions of years, and the process begins when an animal dies and the soft parts of the body rot away. The remains get buried under layers of sediment. The sediment around the bones are pressurised into sedimentary rock. Then the bones start to be dissolved by water (as sedimentary rock is permeable). Finally, materials in the water replace the bones, making a rock replica of the bones.
- Mary Anning is recognised as one of the great fossil hunters
- The child (or young) of an animal, human or plant is called its offspring.
- Plants and animals reproduce.
- Habitats provide basic needs for plants and animals.

Fossils provide information about living things from the past.

Fossils are the impressions of the remains of prehistoric animals or plants embedded in rock and preserved.

Scientists use fossils to develop explanations about animals that are now extinct, such as dinosaurs.

Identifying and classifying
Classifying is when something is grouped or ordered into categories based on properties or criteria.

Inheritance – the characteristic traits that are genetically passed to offspring from their parents. E.g. hair colour, eye colour, height. Offspring share 50% of their DNA with each parent.

Dominant characteristics are passed on through genes.

Pattern Seeking
Pattern seeking is when you observe variables that cannot be controlled to notice patterns.

Variables are anything that can change or be changed.

You can carry out a pattern seeking enquiry to see how dominant characteristics are passed on through genes.

Adaptation – living things change over time and adapt to the surroundings in which they live to increase survival and chances of reproduction.

Animals have adapted over time to survive within their environment.

Different varieties of the same species live in different places around the world. Panda bears, polar bears and brown bears live in different environments and have adapted over time to increase their chances of survival and reproduction.

Identifying
To identify, you make observations and measurements to find similarities and differences. This helps to organise things into groups and make connections.

You can identify how animals have adapted over time to survive within their environment.

Natural Selection is the idea that species change over time in order to survive in their environment and reproduce. As offspring are born, they have the advantageous genetic characteristics passed on from their parents. Over time, this is how species adapt. Living things that are unable to adapt to the changes in the environment are unlikely to survive

Artificial Selection is when human's intervene in evolution by breeding animals for specific traits.

Animals have adapted over time to survive within their environment.

Charles Darwin – Theory of Evolution by **natural selection**. This is the process by which organisms change over time as a result of changes in inheritable physical or behavioural traits. The strongest traits survive over generations.

Darwin's Finches – Darwin observed that there were many forms of finches that had different beak sizes and shapes. Each type of finch had a different food source which he noted as the reason for the adaptation.

Evolution describes the gradual changes that happen in the same species, living in the same location, over a long time. Evolution happens over a **long period of time** and can only happen between parents and offspring through inheritance.

We can mimic an observation of change across generations and note the patterns which occur. Variables are anything that can change or be changed.

A table can be used to record results/patterns observed at different stages.

Line graphs can be used to plot data collection over time. The x axis shows the time and the y axis represents what is being measured.Plotted points on a line graph need to be joined by straight lines.

Knowledge Jigsaw

Year 6 Geography HT2

What we already know

A continent is one of Earth's seven main divisions of land: Asia, Africa, North America, South America, Antarctica, Europe, and Australasia and Oceania

Two thirds of the Earth's surface is covered in water. Most of it is held in the five oceans:

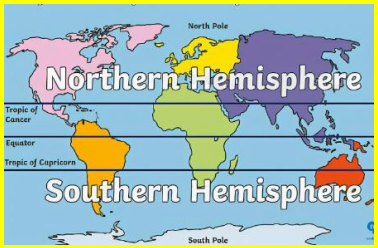
The Atlantic Ocean

The Indian Ocean

The Pacific Ocean

The Southern Ocean

The Arctic Ocean



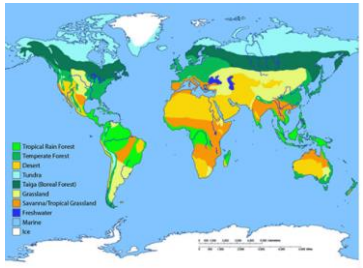
Biomes are an ecosystem - areas of the planet with similar climates, landscapes, animals and plants.

Biomes may span more than one continent.

Vegetation belts are the plant life within a biome.

What lives in each biome depends on:

- how warm or cold it is
- how dry or wet it is
- how fertile the soil is



Conditions within a biome are dependent on the location that it is in.

- **Tundra** - found near the North and South poles (the coldest of all biomes)
- **Taiga** - a cold forest of the subarctic region. Found in Scandinavia, Russia and Canada.
- **Temperate deciduous forest** - found across Europe and in the USA (warm and mild, with more rain falling in the winter than in the summer)
- **Desert** - found near the Tropics of Cancer and Capricorn (are dry all year round)
- **Tropical rainforest** - found near the Equator (are hot and wet all year round)
- **Savanna grassland** - found mainly in central Africa, southern India, northern Australia and central South America (is hot all year round with a long, dry season
- **Freshwater Aquatic –** lakes, river and streams
- **Marine Aquatic –** oceans, coral reefs and estuaries

We can use graphs to analyse temperate and rainfall, including how these differ across a year

The Savanna biome has a wet/dry climate.
In the savanna climate there is a distinct dry season, which is in the winter. Savannas get all their rain in the summer months. Plants of the savannas are highly specialized to grow in this environment of long periods of drought.

The Taiga climate is dominated by cold arctic air. There are not a lot of species of plants in the taiga because of the harsh conditions. Not many plants can survive the extreme cold of the taiga winter.

Biodiversity is the variety of plant and animal life in the world or in a particular habitat.

Wildlife in Tundras adapt to survive in the winter weather.

Tropical Rainforests are the most biologically diverse terrestrial ecosystems on Earth.

Rainforests are home to half of all living animals and plant species on the planet.

Climate change describes a change in weather for a region over a long period of time. Data can be gathered and analysed to measure the impact of climate change.

Human activity changes the physical geography of a biome.
Humans are part of the ecosystem.

Deforestation is the clearing of large areas of trees as a result of logging, farming or mining.

Satellite imaging is the use of satellites to collect data about the Earth via orbiting satellites or very high-altitude aircraft

Knowledge Jigsaw

Year 6 PSHE HT2

What we already know

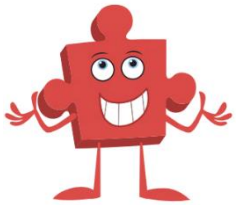
- Cultural differences can sometimes cause conflict
- Cultures are the ways of life, beliefs, religions and behaviours followed by a group of people
- Racism is the discrimination or a negative judgement about someone due to the colour of their skin, their race or religion.
- A rumour is a story or piece of information that may or may not be true but people are talking about it.
- Direct bullying happens when the bullying is done directly to the person being bullied
- Indirect bullying is bullying that happens behind someone's back

Am I Normal?

Normal is what you are used to/what you expect.
There are different perceptions about what normal means.

Sometimes people's perceptions about what is normal can cause them to be prejudiced.

Prejudiced means a liking or dislike for someone rather than another, especially without good reason.



Understanding difference

Our society is diverse and sometimes this diversity causes some people to be treated unfairly.

The Equality Act is a law in England and Wales that protects people's rights, even if they have 'differences'.

A kind community is accepting of all sorts of different people. We have shared rights and responsibilities to help that happen.

Power Struggles

To recognise how it can feel to be excluded or treated badly by being different in some way.

In society, people can often feel excluded or discriminated against.

Equality means the state of being equal in status, rights or opportunities.

There are different ways that people gain power over others but they can only use this power if you let them.

Why bully?

What is Bullying?
1. It doesn't just happen once: it goes on over time and happens again and again
2.It is deliberate: hurting someone on purpose, not accidentally
3.It is unfair: the person doing the bullying is older, stronger and more powerful and even if the bully is enjoying it, the person being bullied is not.

Direct bullying is done directly to the person whilst indirect bullying happens behind a persons back.

People use bullying behaviours for many reasons e.g. fear or power.

Celebrating difference

A disability is a physical or mental condition that limits a person's movements, senses or activities.

There are many examples of people with disabilities who lead amazing lives.

Differences can be a cause for celebration.

Conflict can be caused by differences such as race, religion, gender, age and disability.

Knowledge Jigsaw

Year 6 RE HT2

Our Discovery Question:

Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?

Knowledge

There are many celebrations and traditions around the time of Christmas.

Christians celebrate the arrival of Jesus as God's Son. They believe He was God "incarnate". Incarnation means God became fully human whilst also retaining his divinity.

Christians are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe through his death and resurrection Jesus would grant humanity a fresh start.

Some traditions or celebrations help a Christian understand Jesus.

Personal Reflection

I can explore the celebrations that I take part in, why I celebrate these and how.

I can discuss the significance of some symbols to Christians.

I can reflect on the symbols about special events which are meaningful to me.

Knowledge Jigsaw

Year 6 French HT2

What we already know

Sport and accessories
The verb 'avoir'
Adjectives
Hobbies
Animals
Numbers up to 60
Toussaint
Jean de la Fontaine
Weather
Some adjectival agreement
Ask and answer questions about someone's identity
Use adjectives to describe a planet
Ice cream flavours and ordering
Time
Daily routine

Rooms in the House- La maison

La cuisine	
Le salon	
La salle de bains	
La salle a manger	
La chambre	
Le garage	
Le jardin	

Know that the sound spelling of ou is oo
Know that the sound spelling of ui is wi
Know that the sound spelling of ains is an
Know that the sound spelling of ger is jair
Know that the sound spelling of am is om

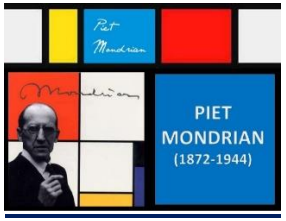
Furniture around the house

Une table	
Une chaise	
Une porte	
Une fenêtre	
Un lit	
Un tapis	

Know that the sound spelling of ai is ay.

Piet Mondrian

He was a Dutch artist who lived in Paris. He painted using straight black lines and bold shapes in the primary colours of red, white and blue.



Castles in the Loire region

The Loire Valley is a region of central France. There are many famous chateaus there.

Un château	
Un canon	
Un fantôme	
Une herse	
Un chevalier	
Une épée	

Dans le chateau il y a …

Prepositions

sur	on
sous	under
devant	in front of
dans	in

Il est devant…

Elle est sous…

Knowledge Jigsaw

Year 6 Music HT2

What we already know

Identify orchestral instruments belonging to each of the four families.

Follow notation understanding, note and rest values, repeat signs, dynamics, tempo markings and time signatures.

Perform in solo and group contexts reading E, F and D and know how to assemble the clarinet and change a reed.

Listen and appraise musical extracts and class performances referring to the elements of music.

Performing and Composing

Perform Winter Morning and Sunrise Island moving accurately between different notes.

Copy and compose short melodic phrases on E, F and D in time to an accompaniment.

Rehearse songs for the Christmas performance exploring dynamics and expression.

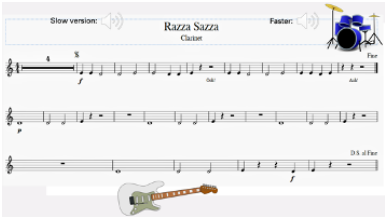
Perform Cowboy's Swing and Funky Mikki in time to an accompaniment.

Performing

Practise controlling the dynamic range of the clarinet between loud (forte) and soft (piano).

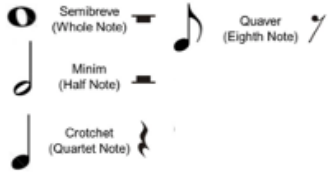
Perform the duet 'Get Ready' following rests and dynamic markings.

Perform Razza Sazza playing steadily in time to a slow and fast tempo and following dynamic markings and a coda structure.



Composing and Composing

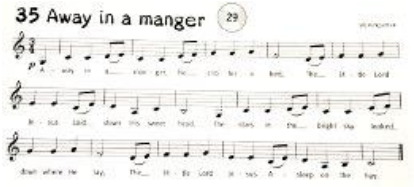
Compose music on the stave using G, F, E and D (including crotchet and minim rests).



Perform compositions taking into consideration articulation, phrasing, dynamics and tempo.

Performing

Learn B, A and G below the break and perform Away in a Manger with accompaniment slurring notes in the correct places.



Perform Jingle Bells on the notes C-G in time to a piano accompaniment.

Perform the duet William's Waltz in 3/4 time.

Listening and Appraising

Listen and appraise Blue Skies by Irving Berlin performed by a clarinet quartet on tempo, mood, dynamics, pitch and the time signature.

Comment on and discuss peer performances referring to the elements of music (e.g. tempo, dynamics, structure), articulation, posture and phrasing.

Listen and appraise Mozart's Clarinet Concerto in A discussing tempo, instrumentation, mood, dynamics, style and structure.

Knowledge Jigsaw

Year 6 PE HT2 (Gymnastics)

What we already know

When creating body tension, squeeze your muscles to create and hold strong clear shapes.

Barrel Roll – keep knees tucked into chest

Forward roll – keep chin tucked into chest

Straight roll – roll from an arch to a dish shape

Matching: performing the same action

Speed: Vary the speed used within a sequence e.g. fast and slow.

Level: Use a variety of levels in a routine by adjusting height

Strong body tension is important when completing symmetrical and asymmetrical gymnastic move.

Symmetrical – both sides are exactly the same.

Asymmetrical – when both sides are different.

It is important to have good body tension when supporting or being supported by a partner.

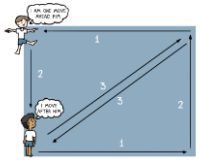
Body tension is important when completing a straight, forward, straddle and backwards roll.

Backward roll:

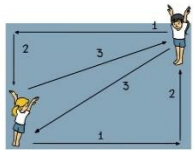
Sit in a tuck shape on the mat with your hands on your shoulders, palms facing up. You rock backwards to place your hands flat on the mat and then come back to seated.

Canon and sychronisation can be used to link movements.

Canon: When performers complete the same physical action one after the other.



Synchronisation: When performers complete the same physical action at the same time.



Commenting on the quality of your performances is important.

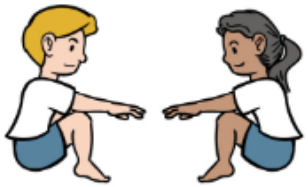
Balances such as shoulder stand, bridge and cartwheels demonstrate body tension and movement.

Some inverted movements need to move slowly to gain control and others need speed to build momentum.

Mirroring is copying the actions and moves of a partner.

These can be linked by moving between action such as jumps, rolls, slides, spin.

Some actions lend themselves to matching and mirroring better than others.



Knowledge Jigsaw

Year 6 PE HT2 (tag rugby)

What we already know

When dodging, push off into a new position and turn your body to face a new direction.

When being chased by another child, think about how you can quickly dodge into a new position using your feet to spring into a new direction.

When receiving, shout my partner's name, have hands ready, look at the ball.

When passing, hands hold the ball in a 'W' position. Look where my partner is, check they are looking/expecting the ball and pass.

To defend well you need to be able to see the ball and the attacker. You need to stay close to the attacker. You need to stay between the attacker and the ball.

It's important to watch the opposing players for clues that they are going to change direction.

When you catch, you need to create a W shape with hands on the ball. Hands on the side of the ball, fingers spread out. Stand sideways on to the receiver (this is because in tag rugby the ball is only allowed to be passed sideways or backwards).

If the ball carrier is tagged, the defender holds the tag in the air and calls 'tag.' The ball carrier must come back to where they were tagged, they have 3 seconds to pass, then must place their tag back on their belt before re-joining the game. When the defenders make their first tag, they shout 'tag one.' The next time they make a tag, they shout 'tag two,' and so on up until tag six, at which point the attacking team must start again.

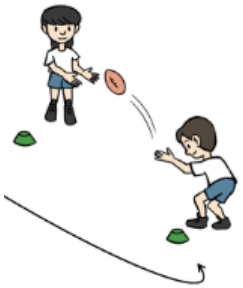
When passing or receiving look for space.

Don't pass to an attacker that has a defender next to them, the defender will easily be able to tag the person receiving the ball.

Move into space away from the defenders. Run or pass as a defender comes towards you.

Passing

Turn to look at the reciever and use an underarm throw with two hands. Choose a space not too far from the reciever so that you can pass accurately and successfully to them. Run forwards once you have received the ball. Once you have passed the ball, get back into a position behind the ball carrier.



Rules

Forward pass: forward passes are not allowed and will be penalised by a free pass being given to the non-offending team.

A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

Offside rule: when a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier. Defenders are not allowed to intercept or block the pass after a tag is made.