

High Ham Primary School Spring Term Curriculum Plan: Willow Class (Year 6) 2023/24

	Spring 1	Key Focus/Outcomes	Spring 2	Key Focus/Outcomes
English	The Invention of Hugo Cabret Brian Selznick	<ul style="list-style-type: none"> • Write a diary entry • Journalistic writing • Write a flashback narrative • Punctuate direct speech • Write a balanced discussion • Write a letter • Write a film review • Write a biography 	The Last Bear Hannah Gold	<ul style="list-style-type: none"> • Character profile • Figurative descriptions • Write a monologue • Logbook entry • Scientific report • Newspaper article
Maths	Ratio Algebra Decimals	<ul style="list-style-type: none"> • Use ratio to describe the relationship between two quantities, expressed with ratio notation • Use ratio to describe the relationship between two quantities, expressed as a fraction, compare ratios by comparing fractions. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Express missing number problems algebraically. • Multiply 1-digit numbers with up to 2 decimal places by whole numbers 	Fractions, decimals and percentages Area, perimeter and volume Statistics	<ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • 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 • Interpret and construct pie charts and line graphs and use these to solve problems • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
Science	Living Things and their habitats	<ul style="list-style-type: none"> • To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • To give reasons for classifying plants and animals based on specific characteristics. 	Light	<ul style="list-style-type: none"> • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Geography	Why does population change?	<ul style="list-style-type: none"> • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. 		

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History	Unheard histories: Who should feature on a £10 note?	<ul style="list-style-type: none"> • Name the features of a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically significant and explain why. • Explain the significance of William Tuke. • Research important aspects of a person's life. • Explain what makes a person significant. 		
Music	Songs of WW2	<ul style="list-style-type: none"> • Use musical and comparative language in discussion. • Follow the melody line. • Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. • Sing the correct words at the correct time. • Recall the counter-melody line 	Film music	<ul style="list-style-type: none"> • Identify how different styles of music contribute to the feel of a film. • Identify different instruments to describe how music evokes different emotions. • Identify pitch, tempo and dynamics, and use these to explain and justify their answers. • Give reasonable and thought-out suggestions for what different graphic scores represent. • Create a musical score to represent a composition. • Interpret their graphic score and performing their composition appropriately with their group. • Create sounds that relate to the scene of a film.
DT	Mechanical systems: Automata toys	<ul style="list-style-type: none"> • Mark, saw and cut out the components and supports of their toy • Attempt a partial assembly of their toys using an exploded-diagram • Develop a design idea with some descriptive notes. • Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. • Create neat, decorated follower toppers with some accuracy. • Measure and cut panels that fit • Decorate and finish the automata to meet the design criteria and brief. <p>Evaluate their finished product, making descriptive and reflective points on function and form.</p>		
French	French football champions	<ul style="list-style-type: none"> • Try two methods of memorising and learn at least four of the new words. • Translate some player profiles. • Construct the sentence, 'I come from [a place]' in French. • Understand comprehension questions based on the topic of football and show some competence in answering them. 	Planning a French holiday	<ul style="list-style-type: none"> • Remember the countries in the world in French. • Begin to understand the present and future tense of 'aller' in French. • Identify the present and future tenses in reading and listening. • Label images of clothing correctly. • Begin to understand the gist of the text to be able to answer some questions.

High Ham Primary School Spring Term Curriculum Plan: Willow Class (Year 6) 2023/24

		<ul style="list-style-type: none"> • Complete part of a player profile. • Deliver an oral presentation with a reasonable standard of pronunciation. 		<ul style="list-style-type: none"> • Find out information from a range of websites and use this information to plan a holiday.
Art			Craft and design: Photo opportunity	<ul style="list-style-type: none"> • Explain how a new image can be created using a combination of other images • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Create a final painting or drawing with tonal differences that create a photo-realistic effect.
PE	Dance	<ul style="list-style-type: none"> • To copy and repeat a dance phrase showing confidence in movements. • To use changes in dynamics in response to the stimulus. • To demonstrate a sense of rhythm and energy when performing bhangra style motifs. • To copy and repeat a phrase of movement in the 1970s disco style. 	Yoga	<ul style="list-style-type: none"> • To develop strength through yoga flows. • To create your own flow showing quality in control, balance and technique. • To work collaboratively to create a controlled paired yoga flow. • To create your own yoga flow that challenges technique, balance and control.
	Hockey	<ul style="list-style-type: none"> • To develop dribbling to beat a defender. • To send and receive the ball with control under pressure. • To select the appropriate skill, choosing when to pass and when to dribble. • To use the appropriate defensive technique for the situation. 	Golf	<ul style="list-style-type: none"> • To develop technique for hitting accurately over a short distance. • To select and apply skills for a short game. • To develop the technique for a long game. • To design a course and select the appropriate shot for the situation.
RE	Christianity - Agape	<ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. 	What do Christians believe about Salvation?	<ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.
PSHE	Citizenship	<ul style="list-style-type: none"> • Understand that education is a human right and why education is important. • Understand some environmental issues relating to food and food production. 	Economic wellbeing	<ul style="list-style-type: none"> • Understand that there can be a range of feelings related to money and the desire to spend and save. • Understand their responsibilities in keeping money safe in the bank.

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		<ul style="list-style-type: none"> • Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. • Understand what prejudice and discrimination are and why and how they should be challenged. • Understand the value of diversity in society, including significant individuals. • Understand the roles and responsibilities of people in government. 		<ul style="list-style-type: none"> • Understand what gambling is and some risks associated with it. • Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. • Understand that there are different routes into careers.
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Programming A Variables in games</p>	<ul style="list-style-type: none"> • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To design a project that builds on a given example • To choose how to improve a game by using variables 	<p style="text-align: center;">Data and information Introduction to Spreadsheets</p>	<ul style="list-style-type: none"> • To create a data set in a spreadsheet • To explain that formulas can be used to produce calculated data • To create a spreadsheet to plan an event • To choose suitable ways to present data