

## High Ham Primary School Spring Term Curriculum Plan: Willow Class (Year 6) 2024/25

	Spring 1	Key Focus/Outcomes	Spring 2	Key Focus/Outcomes
English	The Last Bear Hannah Gold	<ul style="list-style-type: none"> <li>• Character profile</li> <li>• Figurative descriptions</li> <li>• Write a monologue</li> <li>• Logbook entry</li> <li>• Scientific report</li> <li>• Newspaper article</li> </ul>	The Invention of Hugo Cabret Brian Selznick	<ul style="list-style-type: none"> <li>• Write a diary entry</li> <li>• Journalistic writing</li> <li>• Write a flashback narrative</li> <li>• Punctuate direct speech</li> <li>• Write a balanced discussion</li> <li>• Write a letter</li> <li>• Write a film review</li> <li>• Write a biography</li> </ul>
Maths	Ratio  Algebra  Decimals	<ul style="list-style-type: none"> <li>• Use ratio to describe the relationship between two quantities, expressed with ratio notation</li> <li>• Use ratio to describe the relationship between two quantities, expressed as a fraction, compare ratios by comparing fractions.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Express missing number problems algebraically.</li> <li>• Multiply 1-digit numbers with up to 2 decimal places by whole numbers</li> </ul>	Fractions, decimals and percentages  Area, perimeter and volume  Statistics	<ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul>
Science	Living Things and their habitats	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	What is electricity?	<ul style="list-style-type: none"> <li>• to answer questions, including recognising and controlling variables where necessary</li> <li>• take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs</li> <li>• use test results to make predictions to set up further comparative and fair tests</li> <li>• report and present findings from enquiries, including conclusions, causal relationships and</li> </ul>

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				<p>explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>● identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
Geography	Why does population change?	<ul style="list-style-type: none"> <li>● Identify the most densely and sparsely populated areas.</li> <li>● Describe the increase in global population over time.</li> <li>● Begin to describe what might influence the environments people live in.</li> <li>● Define birth and death rates, suggesting what may influence them.</li> <li>● Describe the causes of climate change, explaining its impact on the global population.</li> <li>● Suggest an action they can take to fight climate change.</li> </ul>		
History	What does the Census tell us about our local area?	<ul style="list-style-type: none"> <li>● Identify the type of information the census gives about people.</li> <li>● Use the census to make inferences about people from the past, providing supporting evidence for their statements.</li> <li>● Make observations from the census and identify changes between periods of time.</li> <li>● Identify the dangers of working in a textile mill.</li> <li>● Create questions to identify the thoughts and feelings of a Victorian working child.</li> <li>● Identify the key events of Mary's life and interpret her thoughts and feelings.</li> <li>● Extract information from the census to recreate the lives of people who lived in a household from the local area.</li> <li>● Extract information from the census and decide whether a family was rich or poor.</li> <li>● Describing change throughout time.</li> </ul>		
Music	Songs of WW2	<ul style="list-style-type: none"> <li>● Use musical and comparative language in discussion.</li> <li>● Follow the melody line.</li> <li>● Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</li> <li>● Sing the correct words at the correct time.</li> <li>● Recall the counter-melody line</li> </ul>	Film music	<ul style="list-style-type: none"> <li>● Identify how different styles of music contribute to the feel of a film.</li> <li>● Identify different instruments to describe how music evokes different emotions.</li> <li>● Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</li> <li>● Give reasonable and thought-out suggestions for what different graphic scores represent.</li> <li>● Create a musical score to represent a composition.</li> <li>● Interpret their graphic score and performing their composition appropriately with their group.</li> <li>● Create sounds that relate to the scene of a film.</li> </ul>
DT	Mechanical systems: Automata toys	<ul style="list-style-type: none"> <li>● Mark, saw and cut out the components and supports of their toy</li> <li>● Attempt a partial assembly of their toys using an exploded-diagram</li> <li>● Develop a design idea with some descriptive notes.</li> <li>● Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.</li> <li>● Create neat, decorated follower toppers with some accuracy.</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Measure and cut panels that fit</li> <li>• Decorate and finish the automata to meet the design criteria and brief.</li> </ul> <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"> <li>• Try two methods of memorising and learn at least four of the new words.</li> <li>• Translate some player profiles.</li> <li>• Construct the sentence, 'I come from [a place]' in French.</li> <li>• Understand comprehension questions based on the topic of football and show some competence in answering them.</li> <li>• Complete part of a player profile.</li> <li>• Deliver an oral presentation with a reasonable standard of pronunciation.</li> </ul>	Planning a French holiday	<ul style="list-style-type: none"> <li>• Remember the countries in the world in French.</li> <li>• Begin to understand the present and future tense of 'aller' in French.</li> <li>• Identify the present and future tenses in reading and listening.</li> <li>• Label images of clothing correctly.</li> <li>• Begin to understand the gist of the text to be able to answer some questions.</li> <li>• Find out information from a range of websites and use this information to plan a holiday.</li> </ul>
Art			Craft and design: Photo opportunity	<ul style="list-style-type: none"> <li>• Explain how a new image can be created using a combination of other images</li> <li>• Demonstrate a confident understanding of Edward Weston's style through their artistic choices.</li> <li>• Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</li> <li>• Create a final painting or drawing with tonal differences that create a photo-realistic effect.</li> </ul>
PE	Dance	<ul style="list-style-type: none"> <li>• To copy and repeat a dance phrase showing confidence in movements.</li> <li>• To use changes in dynamics in response to the stimulus.</li> <li>• To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</li> <li>• To copy and repeat a phrase of movement in the 1970s disco style.</li> </ul>	Yoga	<ul style="list-style-type: none"> <li>• To develop strength through yoga flows.</li> <li>• To create your own flow showing quality in control, balance and technique.</li> <li>• To work collaboratively to create a controlled paired yoga flow.</li> <li>• To create your own yoga flow that challenges technique, balance and control.</li> </ul>
	Hockey	<ul style="list-style-type: none"> <li>• To develop dribbling to beat a defender.</li> <li>• To send and receive the ball with control under pressure.</li> <li>• To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>• To use the appropriate defensive technique for the situation.</li> </ul>	Tag Rugby	<ul style="list-style-type: none"> <li>• To select the appropriate skill, choosing when to run and when to pass</li> <li>• To move into space to support a teammate abiding by the rules</li> <li>• To use defending to gain possession</li> <li>• To work as a defending unit to prevent attackers from scoring</li> </ul>

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RE	Christianity - Agape	<ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study</li> <li>• Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>• 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.</li> </ul>	What do Christians believe about Salvation?	<ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study</li> <li>• Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>• 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.</li> </ul>
PSHE	Citizenship	<ul style="list-style-type: none"> <li>• Understand that education is a human right and why education is important.</li> <li>• Understand some environmental issues relating to food and food production.</li> <li>• Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.</li> <li>• Understand what prejudice and discrimination are and why and how they should be challenged.</li> <li>• Understand the value of diversity in society, including significant individuals.</li> <li>• Understand the roles and responsibilities of people in government.</li> </ul>	Economic wellbeing	<ul style="list-style-type: none"> <li>• Understand that there can be a range of feelings related to money and the desire to spend and save.</li> <li>• Understand their responsibilities in keeping money safe in the bank.</li> <li>• Understand what gambling is and some risks associated with it.</li> <li>• 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.</li> <li>• Understand that there are different routes into careers.</li> </ul>
Computing	Programming A Variables in games	<ul style="list-style-type: none"> <li>• To define a 'variable' as something that is changeable</li> <li>• To explain why a variable is used in a program</li> <li>• To design a project that builds on a given example</li> <li>• To choose how to improve a game by using variables</li> </ul>	Data and information Introduction to Spreadsheets	<ul style="list-style-type: none"> <li>• To create a data set in a spreadsheet</li> <li>• To explain that formulas can be used to produce calculated data</li> <li>• To create a spreadsheet to plan an event</li> <li>• To choose suitable ways to present data</li> </ul>