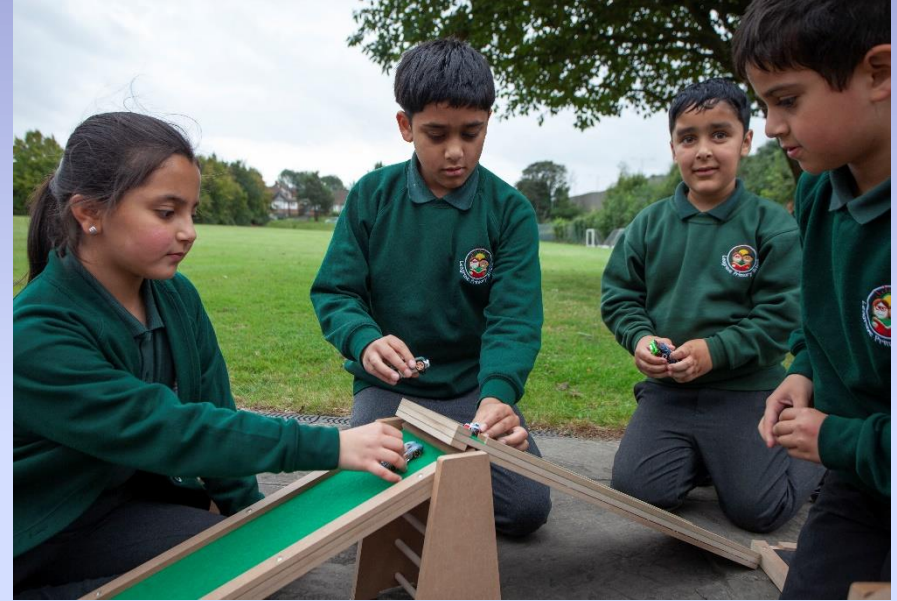




Legrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 6 Curriculum Organiser
Spring Theme: Ancient Greece

English: Hoax and Adventure Story

Reading Knowledge and Skills

- Make inferences from the text. Explain and justify inferences with evidence from the text.
- Give/explain the meaning of words in context
- Make comparisons within the text

Writing Knowledge and Skills

- Repetition for effect
- Use similes and metaphors
- Create mood and atmosphere by using expanded noun phrases
- Confidently use dialogue to convey character's thoughts and feelings
- Use dialogue to advance the action
- Use a range of multi-clause sentences including relative clauses
- Engage and maintain the reader's interest throughout the text
- Use fronted adverbials for cohesion in paragraphs time, place, exception, cause/effect, clarification, contrast and addition/emphasis
- Use passive voice
- Use a range of devices to build cohesion for example conjunctions, adverbials of time and place, pro-nouns and synonyms
- Write effectively for a range of purposes and audiences selecting languages that shows an awareness of the reader
- Write in a formal tone
- Use topic sentences
- Use hyphens to avoid ambiguity
- Write a purposeful, effective and controlled conclusion
- Use fronted adverbials to add detail and interest
- Use repetition for effect
- Use ellipsis for effect
- Use figurative language
- Use dialogue to convey character's thoughts and feelings
- Include simple sentences and interjections for effect
- multi clause sentences

Class Reader:
Cogheart



Whole School Values Focus
DETERMINATION

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Year 6 Basic Skills Coverage Spring Term One

Personal, Social, Health and Relationship Education:

Dreams and goals

- Explain different ways to work with others to help make the world a better place.
- Explain what motivates me to make the world a better place.

Healthy me

- Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
- I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.

Maths:

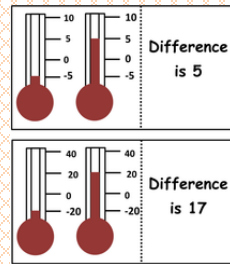
Knowledge and Skills

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problem that involve all of the above
- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why
- Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of one multiplication
- Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.
- Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting retainers according to context.

Rounding Rules

**Underline and look behind.
Circle the boss.
Can she afford the cost?**

**4 or less fails the test (stays the same),
5 or more gets a raise in its score.**



Home Learning Focus

Every Tuesday – maths homework
Every Friday – reading and spelling
and grammar (alternate weeks)
Daily spelling practice



English:

Reading Knowledge and Skills

- Predict what might happen from details stated and implied
- Give/explain the meaning of words in context
- Make inferences from the text. Explain and justify inferences with evidence from the text.
- Identify/explain how meaning is enhanced through choice of words and phrases

Writing Knowledge and Skills

- Write consistently in the correct tense
- Use adverbials for cohesion
- Order events in chronological order
- Use relative clauses
- Use modal verbs to indicate certainty or possibility
- Use passive verbs to add formality
- Use semi colons to separate main clauses
- Use adverbials within and across paragraphs
- Use expanded noun phrases used appropriately to the style of the text type
- Use dialogue conveys character (direct speech)
- Use ellipsis for effect
- Create mood and atmosphere by using expanded noun phrases
- Use repetition for effect
- Know impact of ambitious vocabulary
- Use personification
- Consistently use prepositional phrases for cohesion e.g. where, when which and direction
- Use a range of devices to build cohesion, including adverbials use dialogue to advance the action

Handwriting

Writing at speed, colon, inappropriate closing of letters, identifying unclosed letters, spacing within words, spacing between words

Class Reader:

The Girl of Ink and Stars



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Year 6 Basic Skills Coverage Spring Term Two

Music

- Appreciate and understand a wide range of high-quality (live and) recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Spring 1: Music and Me

Make their own music, while exploring the work of some of the most influential women in music over the last 100 years.

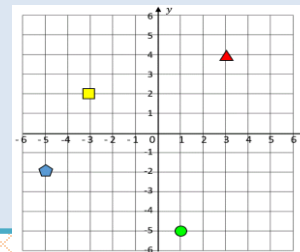
Spring 2 : A New Year Carol

Research Benjamin Britten's life and to listen to many of his other works.

Maths:

Knowledge and Skills

- Use their knowledge or the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions >1
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $1/4 \times 1/2 = 1/8$]
- Divide proper fractions by whole numbers [$1/3 \div 2 = 1/6$]
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes



$$\frac{1}{2} + \frac{1}{3} = ?$$

$$\frac{1 \times 3}{2 \times 3} = \frac{3}{6} \quad \frac{1 \times 2}{3 \times 2} = \frac{2}{6}$$

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

Home Learning Focus

Every Tuesday – maths homework
Every Friday – reading and spelling and grammar (alternate weeks)



Whole School Values Focus

RESPONSIBILITY

Geography

Knowledge and Skills

- Describe key aspects of human geography including: types of settlement and land use, economic activity including trade links.
- Human Geography - identifying key characteristics of locations

Design and Technology: Structures and Electricity

Knowledge & Skills

- Check work as it develops and modify their approach in the light of progress
- Understand that plans might need to be adapted as the product develops, if changes are made. This helps to refine your product as it is made / constructed.
- Understand that need changes need explaining.
- Explain the form and function of familiar existing products

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Year 6 Ancient Greece Spring Term

Enrichment Opportunities

Wow Entry: Olympic Games

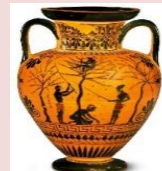
Outcome: Art Gallery of pottery

Visits and Visitors: Science Museum

Art & Design: pottery

Knowledge & Skills

- Use 3-D shapes to create an abstract form or sculpture, juxtaposing individual components
- Know that angular, sharp lines can create forms which represent more negative emotions and rounded, softer edges more positive.
- Know that combining the two close to each other extenuates each one – this is a form of juxta-position
- Use pattern to add detail, movement and interest to a piece of work
- Using digital software, create abstract prints which involve experimentation with colour, size, shape and repetition.

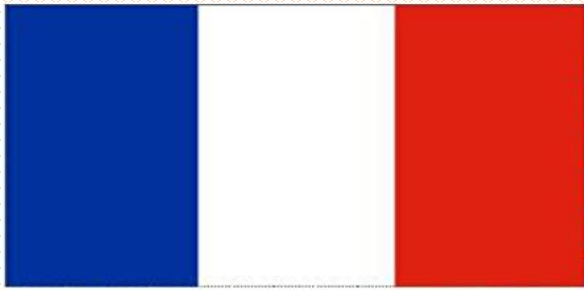


History: Ancient Greece

Knowledge and Skills

Describe the achievements and influence of the ancient Greeks on the wider world. (Ancient Greece)

- The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre
- Describe the causes and consequences of a significant event in history.
- The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.
- Present a detailed historical narrative about a significant global event.
- Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
- Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
- Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain
- Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.



Modern Foreign Languages

- Recognise word classes: nouns, verbs, adjectives
 - Sort words into dictionary order
 - Become familiar with layout of dictionary
 - Play a traditional game and sing song
- Listen for sounds
Identify strategies for learning vocabulary
Write some words from memory

Symbols of Faith Project Week: Non-religious world views

What matters most to Humanists and Christians.

RE Knowledge & Skills

U2.3

Make sense of belief:

- Identify and explain beliefs about why people are good and bad
- Make links with sources of authority that tell people to be good

Understand Impact

- Make clear connections between humanist Christian ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections

- Raise important questions and suggest answers about how and why people should be good
- Make connections between the values studied and their own lives and their importance in the world today giving good reasons for their views.

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Year 6 Subject Focus: Spring Term

Physical Education

Gymnastics, Golf and OAA

- Develop flexibility, strength and technique
- Play competitive games and apply basic principle for attacking and defending.
- Take part in outdoor and adventurous activity challenges

Key skills

- Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight, balance, co-ordination, striking, balance, co-ordination, run at speed, run over distance



Religious Education

Show understanding of why many Christians find science and faith go together.

Knowledge & Skills

U2.2

Make sense of belief

- Identify what type of text some Christians say Genesis 1 is and its purpose
- Take account of the context, suggest what Genesis 1 might mean and compare the ideas with ways in which Christians interpret it, showing awareness of different interpretations

Understand the Impact

- Make clear connections between Genesis 1 and Christian belief about God as creator
- Show understanding of why many Christians find science and faith go together

Make connections

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account giving good reasons for their views.



Symbols of Faith Project Week:

Non-religious world views

(continued)

DT Knowledge and Skills

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Structures

- Select the most appropriate materials and frameworks for different structures, explaining what makes them strong

Writing Knowledge and Skills

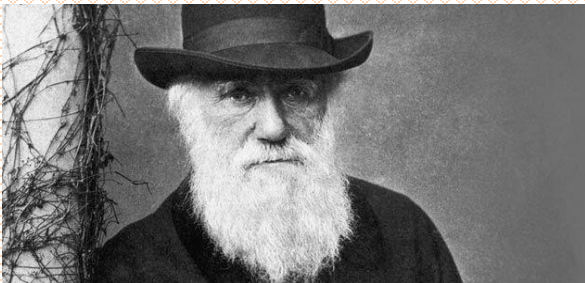
Biography

- Use third person pronouns (he, she, they)
- Use past tense verbs
- Write consistently in the correct tense
- Use adverbials for cohesion
- Order events in chronological order
- Use relative clauses



SMSC Links

- The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- To have a sense of enjoyment and fascination in learning about themselves, others and the world around them



Year 6 Subject Focus: Spring Term (continued)

Science

Knowledge and Skills

EVOLUTION AND INHERITANCE

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Know that evolution refers to how living things change over time
- Know that this takes place due to the collection of fossils from the past which shows that animals used to look different
- Know that Charles Darwin was a scientist who observed that animals are not all identical but instead are similar with some differences
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Know that Charles Darwin also noticed how everything in the natural world is in competition with each other and it is the animals whom are stronger, faster or more suited to their environment who are more likely to survive for longer
- Know that these animals, when they reproduce, then pass on these characteristics to their children.
- Know that over time, this continued process sees animals possess the more dominant characteristics in their species
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Know that adaptation is the evolutionary process whereby an organism becomes better able to live in its habitat or habitats
- Know that adaptation can be physical or behavioural
- Know that a physical adaptation would be birds with longer beaks; animals with longer necks - A behavioural adaptation would be birds migrating in order to find more food; animals living together as a group (lions / wolves)

Computing

Knowledge and Skills

Using I-Movie create a short video to promote a cause for Think critically about how video is used to promote a cause
Storyboard an effective advert for a cause.

Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights.

Work collaboratively to edit the assembled content to make an effective advert

Record ideas of the characteristics of their favourite adverts.

Watch a set of adverts.

Work out how YouTube selects and ranks results it displays for any given search query

- **Know what an advert is**
- **Know that adverts are presented in a specific order and based on your search (using an algorithm)**

Discuss the implications of online safety.

Create a storyboard for their advert

- **Know that story boarding is almost entirely a digital process**
- **Know how editing happens**
- **Know what a footage is**

Discuss how the digitisation of their video takes place

Discuss rules for working with the video camera

Film their advert.

- **Know that you must ask for permission, always present people well and treat the equipment with respect.**
- **Know how to review and delete videos.**
- **Know the basics of filming.**
- **Know how to review the 'rushes' from their filming as they go**

Use the Usage rights filter to find images on Google.

Understand the importance of asking permission when using content
Search for Creative Commons licensed content

- **Know what intellectual property is.**
- **Know what Creative Commons is.**
- **Know what Usage rights filter is**

Use the Split tool.

Using a video editing software

Ingest their media to the editing software

To assemble a rough cut of their video

- **Understand which video editing software to use.**
- **Understand what ingest means**
- **Know what rough cut is.**
- **Know what the Split tool is.**

To save and export their video.

Review their rough-cut videos.

To use advanced features to produce a more polished 'final cut'.
Listen critically to the audio of their videos.

- **Know what they need to do to produce footage they can be proud of.**
- **Explain what a final cut is.**
- **Explain the trade-off between file size and video quality.**

Science: Living Things and Their Habitats

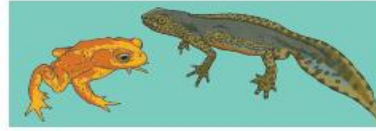
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Know that:

- Animals can be grouped according to have a backbone (vertebrates) and not having a backbone (invertebrates)
- Vertebrates can also be grouped into: fish, amphibians, reptiles, mammals and birds
- *Fish: has gills in order to breathe; lays eggs in water; has fins and scales/*
- *Amphibians: has gills and lungs; lays eggs in water; has damp wet skin; cold blooded*
- *Reptiles: has lungs to breathe; lays eggs on land; dry skin; scales; cold blooded*
- *Mammals: has lungs to breathe; gives birth to live young; have hair on their body; warm blooded; feeds babies with milk*
- *Birds: has lungs to breathe; lays eggs; has feathers; warm blooded*
- Invertebrates can also be grouped as:
- *Insects: 6 legs; 3 parts of the body*
- *Arachnids: 8 legs; 2 parts to the body*
- *Molluscs: slimy; often with a shell*
- Plants can be grouped according to non-flowering and flowering
- Flowering / non flowering; deciduous / Coniferous; produces fruit / does not produce fruit; colour; height
- Flowering Plants: rose, tulip, poppy, deciduous trees (those which lose their leaves)
- Non-Flowering Plants: algae, Coniferous (those which do not lose their leaves), ferns

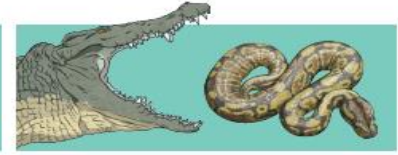
Animal Groups



Mammals: warm-blooded, hair or fur, give birth to live young.



Amphibians: cold-blooded, moist skin, lay eggs.



Reptiles: cold-blooded, have scales, lay eggs.



Birds: warm-blooded, have beaks, feathers and wings, lay eggs.



Insects: cold-blooded, two antennae, six legs.



Fish: cold-blooded, live in water, most lay eggs.



Arthropod: cold-blooded, invertebrate, segmented bodies.



Molluscs: cold-blooded, tentacles or a muscular foot to move, lay eggs.

Dichotomous Key for Plants

What type of plant is that?

