**Year 6 Curriculum Spring Term 2020**

We thought you would find it useful to have a clear idea about the skills and vocabulary your child has been learning since we came back after Christmas, and to have some information about the rest of the spring term. The information below is, of course, only a starting point, and they will learn much more than we have written down!

**Key Learning: English and maths**

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| **Reading** | **Writing** | **Maths** |
| Continue to read and discuss an increasingly wide range of fiction, poetry, plays, and non-fiction booksRead books that are structured in different ways and read for a range of purposesAsk questions to improve their understandingRetrieve, record and present information from non-fiction textsParticipate in discussions about books | Identify the audience for and purpose for their writingAssess the effectiveness of their own and others’ writingRecognise vocabulary and structures that are appropriate for formal writingUse commas to clarify meaningUse modal verbs or adverbs to indicate degrees of probabilityUse colons, semi-colons or dashes to mark the boundaries between independent clauses | Multiply 1-digit numbers with up to 2 decimal places by whole numbersSolve problems involving the calculation of percentageRecall and use equivalence between simple fractions, decimals and percentagesUse simple formulaeExpress missing number problems algebraicallyFind pairs of numbers that satisfy an equation with 2 unknowns |

**Whole Class Guided Reading texts**

What Darwin Saw

Moth

Mountains of the World

**Online Safety**

‘Computer Safety’ Unit in our 1Decision programme

**Spring Term Key Vocabulary and Skills**

This is a brief overview of some of the vocabulary the children will learn this term. It is the minimum we expect all of the children to know and understand well by Easter.

**Art -** Painting

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| **Vocabulary** | **Skills** |
| **Harmonious** - The principle of design that creates unity within a work of art.**Hue** - The gradation or attribute of a colour that defines its general classification as a red, blue, yellow, green or intermediate colour**Graduated** - increasing by regular amounts**mid tone** - particular quality of colour**Diffused** - to move and spread through eg. light | Use sketchbooks to record observations and use them to review and revisitCreate paintings inspired by landscapes, themes, music and poetry using acrylics and watercoloursCreate prints with three overlaysLearn about a great painter |

**Human and Physical Geography** *Locational Knowledge*

Knowledge of the flags and capital cities of a range of countries across the world

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| **Vocabulary** | **Skills** |
| Latitude – the distance from the equatorLongitude – the distance west or east of a line passing through GreenwichEquator – an imaginary line around the middle of the Earth, equal distance from the North and South PoleNorthern hemisphere – the half of the globe lying to the north of the equatorSouthern hemisphere – the half of the globe lying to the south of the equatorTropics of Cancer and Capricorn – positioned approx 23.4 degrees north of the equatorArctic and Antarctic Circles – an imaginary circle lying approx 66.5 degrees north of the equatorPrime/Greenwich Meridian Time Zones – all time zones are measured from Greenwich Meridian | Extend knowledge and understanding beyond the local area, including the location of and characteristics of the world’s most significant human and physical features |

**RE** Why do some people believe in a god and some people not?

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| **Vocabulary** | **Skills** |
| **Theist** – someone who believes in God**Atheist** – believes there is no God**Agnostic** – cannot say if God exists or not | Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challengingConsider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or notMake connections between belief and behaviour in their own lives, in the light of their learning. |

**Music –** using examples from ’10 Pieces’

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| **Vocabulary** | **Skills** |
| **Notation** – a set of symbols that represent music **Quaver** – a musical note that is half as long as a crotchet**Semibreve** – a musical note that has a time value equal to two half notes**time signature** – 2 numbers written at the beginning to show how many beats there are in each bar**Accidentals** – denotes sharps, flats or naturals that are not in the key signature of a piece | Improvise and compose music for a range of purposesInstruments – ukulele |

**PE** Gymnastics

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| **Vocabulary** | **Skills** |
| **Acrobatic** – involving highly-skilled balancing, jumping, somersaulting**Dismount** – the act of jumping off an apparatus like the uneven bars at the end of a routine**Somersault** – a movement in which the body forms a ball and rolls forwards or backwards**Springboard** – a strong board used in gymnastics and diving that helps you jump higher than usual**Vault** - to perform an acrobatic jump over a vaulting horse or a vaulting platform | Develops strength, technique and flexibility throughout performances.Creates sequences using various body shapes and equipment.Combines equipment with movement to create sequences. |

**Science** Evolution and Inheritance

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| **Vocabulary** | **Skills** |
| **Adaptation** – changing behaviour to make it suitable for its environment**Evolution** – a gradual change over generations that sees animals, plants and insects change some of their characteristics**Offspring** – a person or animals young | Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, oral and written forms such as displays and other presentationsIdentifying scientific evidence that has been used to support or refute ideas or arguments. Explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically |

**Home Learning**

We would like all children to read their Accelerated Reader book as often as they can, but at least three times a week for about 20 minutes a time. They need to learn their spellings. We would also like them to spend time practising their maths skills using Mathletics and TTRockstars.