

Chase Side Primary School

Year 6 Curriculum Map – Spring 2 – 2024/25

Well Being

As **Mindful Learners** we will be learning about the effects that drugs and alcohol can have on our lives and the different consequences of misusing them. We will also learn about how to get advice and how to manage stress.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Gymnasts** we will use our knowledge of computational principles to develop sequences that show an awareness of counter balance and counter tension.

As **Members of Society** we will be learning about some basic strategies for reducing and managing stress. We will also touch on some relaxation techniques and familiarise ourselves with where to find local health and leisure activities for us and our families.

As **Open-Minded Learners** we will explore whether it is better to express your beliefs in arts and architecture or in charity and generosity.

World:

As **Scientists** we will be building on our knowledge of living things from previous years and deepening our understanding of why and how organisms are classified. We will explore the process of classification in detail and how it differs from, but relates to, the identification of living things.

As **Linguists** we will say, read & write sentences related to: Months of the year, Days of the week, What day is it? Do you like it or not? What would you like? Do you like chocolate?

As **Historians** we will be exploring the history of Enfield (as our local area) and how it has changed over time.

As **Communicators** we will be designing the look and feel of an app's interface by sketching ideas, planning the different screen layouts and developing these using a wire framing tool.

Future:

As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: adventure stories, setting and character descriptions, instructions and a balanced argument.

As **Mathematicians** we continue to develop a strong conceptual understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will continue to sing in unison and exploring melodies and harmonies, this will be part of our assemblies.

As **Artists** we will be exploring the artist Banksy and his subversive/underground style of art.

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ENGLISH: (Writing & Reading)

Book Focus: The Girl of Ink and Stars by Kiran Millwood Hargrave

Short film: The Astronomers Sun

- Adventure stories
- Setting and character descriptions
- Instructions
- Balanced argument

Grammar:

- Sentence types
- Clauses and phrases
- conjunctions

Reading: Increase familiarity with a wider range of books, including myths and legends, ask questions to improve understanding, draw inferences from the text

SCIENCE: **Classification of Living Things**

Know who Linnaeus is, explore and compare classification systems, use classification keys to sort living things according to observable characteristics, develop and test classification keys and sketch botanical illustrations of leaves and trees (**Art Interlink**).

Topic Link: Explore and classify sacred Mayan animals (R.E. Interlink)

PSHE:

Health and Wellbeing – Substance Abuse

Know the effects that drugs and alcohol can have on your life and the different consequences of misusing them, know how to get advice and how to manage stress.

MUSIC:

You've Got a Friend

70s Ballad/Pop

The music of Carole King

HUMANITIES - History: Local Transport (Geography taught next half-term)

Children can be introduced to the idea that transport has changed considerably in the locality over time and that this has had a significant impact on the way that the community has changed and developed. They can also understand how and why these developments have occurred.

Transport

How has this improved our lives?

RELIGIOUS EDUCATION:

Is it better to express your beliefs in arts and architecture or in charity and generosity?

Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art.

PHYSICAL EDUCATION:

Gymnastics – Counter Balance Counter Tension

Use knowledge of computational principles to develop sequences that show an awareness of counter balance and counter tension.

MATHS:

Measurement: Converting Units, Perimeter, Area and Volume

- Metric measures
- Converting metric measures
- Calculating with metric measures
- Imperial measurements
- Shapes – same area
- Area and perimeter
- Area of a triangle and of a parallelogram
- Volume – counting cubes
- Volume of a cuboid

Ratio

- Ratio and fractions
- Using scale factors

Statistics

- Reading and interpreting graphs and charts
- Circles
- The mean

Topic Link/Science Interlink: Explore Mayan science and technology – compare the Mayan 'base 20' counting system to Roman numerals and research the Mayan calendar.

COMPUTING: **Networks/Understand Binary**

Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult. Children can make use of a variable set to 0 or 1 to control game states.

ART/DESIGN & TECHNOLOGY:

Art – Banksy

Subversive and underground art.

SPANISH:

Revision of talking about what we like/dislike, our hobbies and sports. Days of week and months of the year.

Use the programmes and games on Early Start Spanish 1:

11. Months of the year
14. Days of the week
15. What day is it?

Early Start Spanish 2:

10. Do you like it or not?
12. What would like you?
13. Do you like chocolate?