

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 6

Spring 1

Writing

Keywords

newspaper article
headline
adventure story
byline

lead paragraph
story structure (problem and
resolution)

In school we will be learning

In writing this half term, children will be exploring the genres of adventure narrative, description, diary and balanced argument. They will be unpicking organisational and language features of each genre, furthering their knowledge of structure and cohesion. Furthermore, they will be using their predictive skills to write the next chapter of a story.

Children will continue working on grammar, punctuation and spellings with a particular focus on speech punctuation, complex and compound sentences and various cohesive devices.

Children will be drawing inspiration for their writing from our class texts. This will give them the opportunity to explore the themes more and delve deeper into characterisation.



At home you can

- Visit the websites below to gain further information about the genres we are covering this term.
- Encourage your child to keep a journal as this develops their writing skills.
- Complete homework given by class teachers.

Useful websites



adventure story

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Reading

Keywords

retrieval
inference
evidence
text-mark
fact

opinion
summary
impression

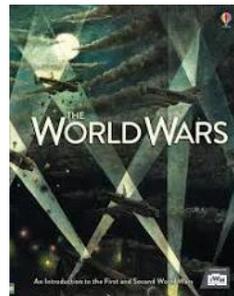
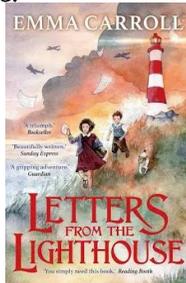
In school we will be learning

In reading this term, the children will be reading 'Letters from the Lighthouse' by Emma Carroll and 'The World Wars' by Osbourne books.

We will continue working on retrieval and vocabulary questions and ensuring that we have exposed the children to a variety of ways in which questions can be asked and answered.

In addition to this, children will take a deeper dive into the character's thoughts, emotions and actions by learning to make accurate inferences and providing evidence to support their opinions.

We will continue to develop the children's pace and accuracy of reading, increasing the complexity of text and continue to develop their knowledge and familiarity of different genres.



At home you can

- Listen to your child read daily
- Read their home enrichment book with them.
- BBC comprehension page that explains terminology and ways to improve reading.
- Heathfield book reviews - read a book and write a review on the Padlet site.

Useful websites



[HF Book Reviews
Comprehension KS2](#)



[BBC Bitesize](#)

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Maths

Keywords

fractions
mixed number
decimals
percentages
multiplying

dividing
decimal place

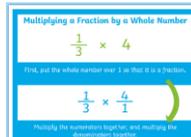
In school we will be learning

This term, children will continue to learn about fractions, adding and subtracting mixed numbers and solving multi-step problems involving fractions and mixed numbers.

Children will learn about multiplying and dividing with fractions. They will focus on dividing fractions where the numerator is a multiple of the integer they are dividing by, for example $\frac{3}{5}$ divided by 3, or $\frac{6}{7}$ divided by 2. Children will learn to recognise that they need to multiply the numerator by the integer. When multiplying mixed numbers, children will learn to either partition them into wholes and parts, multiplying each of them by the integer, or convert the mixed number to an improper fraction and then multiply the numerator by the integer.

Children will represent numbers with up to 3 decimal places using counters and place value charts, identify the values of the digits in a decimal number and partition decimal numbers in a range of ways. Children will know the relationship between the different place value columns, for example hundredths are 10 times the size of thousandths and one-tenth the size of tenths.

O	Tth	Hth	Thth



At home you can

- Listen to your child recall their multiplication fact up to 12×12
- Explore and play the maths games on Topmarks
- Complete homework set on Atom Prime

Useful websites

Topmark - maths games



Bitesize - Fractions



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H

Science

Keywords

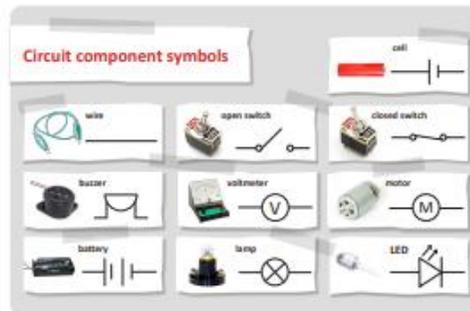
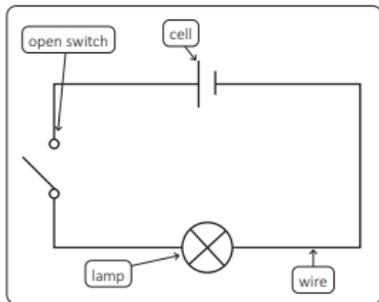
electrical
components
circuit
switch
bulb

battery
buzzer
volume
brightness
function

power source
symbols

In school we will be learning

The unit Electrical Circuits and Components runs over the whole of Spring term but in Spring 1 we will only be learning about the following... They will revisit and consolidate their understanding of circuits from Year 4. They identify circuit components and learn about recognised circuit symbols, using them to draw circuit diagrams. In a circuit they should know the electrical symbols that represent components such as a switch, buzzer or lamp. They will know how to create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components. They investigate how circuits components function, looking for patterns in their results. This will help them understand how the brightness of a lamp, volume of buzzers and the function of on or off switches work within a circuit.



At home you can

- Practise using electrical components to make a [circuit](#).
- Look at the different power sources within your house and research what components are needed for them to work.
- Research circuits.

Useful websites



How do circuits work?



circuit game

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Humanities History

Keywords

Empathy
Fairness
Economy
Victory
Invasion

Treaty
Democracy
Fascism
Evacuation
Warden

Blitz
Empire
Colony
Jews

In school we will be learning

The children will be learning all about this time in history through a topic called: World War Two.

The children will learn about the causes, events and consequences of the Second World War. They will consider what some of the influences of new inventions were on warfare. They will also explore the holocaust and how it was a significant event in history as well as how the British empire helped during the world war.

The historical skills the children will be developing will include: Cause and consequence, investigating sources of evidence, historical interpretation and significance. In addition, continuity and change and chronological understanding of these significant events.



At home you can

- Research the causes of the World War two
- Create a fact file about The Blitz
- Make a timeline of the British WW2
- Write a diary entry from the view of a child during the WW2
- Design a propaganda poster encouraging people to join the army.
- Create a Sway website about the WW2

Useful websites

BBC Bitesize all about the WW
WW2



YouTube:



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Computing

Keywords

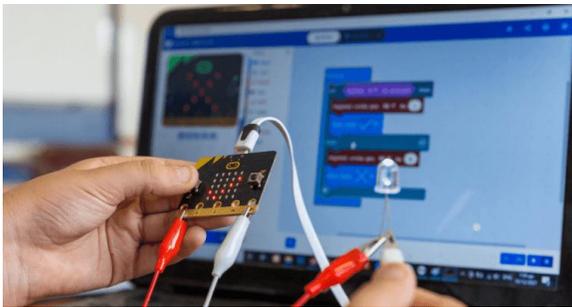
Micro: bit	Programme	Code	motion
Input	Device	Value	Operands
Process	Connect	Variable	Sensors
Output	Flow	Sense	

In school we will be learning

This half term, children will explore the concept of coding using sequencing, repetition and selection. Children will apply these skills in their DT lessons using a physical micro: bit.

The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three

In the final lesson, pupils will apply their knowledge of the programming constructs and use their design to create their own micro: bit based step counter.



At home you can

- Write or says step-by-step instructions for a simple task (e.g. brushing teeth, making a sandwich, walking to the door). Challenge your family to follow the instructions.
- Play a decision game: If you hear a clap → jump If you hear a whistle → sit down Else → stand still
- Practice coding using scratch
- Explore the micro: bit website.

Useful websites

Micro: bit website



Scratch and micro: bit



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D&T

Keywords

Control
Monitoring
Warning systems
Alarm

Electrical systems
Sensor
Accelerometer
Micro:bit

Movement
Design specification
Safety
Detection

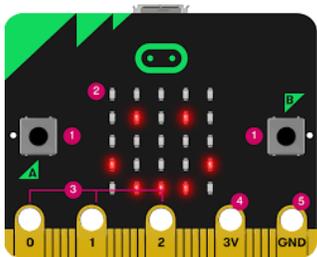
In school we will be learning

This half term in history, children will explore the idea of control and monitoring by looking at how warning systems have been used and developed over time.

They will investigate a range of products that use electrical warning systems, such as alarms, and consider their purpose and importance.

Children will also explore the accelerometer sensor on the micro:bit to understand how movement can be detected and monitored.

Using this knowledge, they will develop a design specification for a war alarm system, thinking carefully about how it would work, who it is for, and why it is needed; linking to our History topic.



At home you can

- Research different types of warning systems and alarms used in the past and today
- Identify alarms at home or in the local area and discuss what they are used for
- Watch a short video about how sensors or alarms work and explain it in your own words
- Design a simple alarm system on paper, showing how it would work
- Discuss why warning systems are important in times of conflict or danger
- Explore how movement or sound could trigger an alarm

Useful websites

Look at Micro:bit coding



Making a simple home alarm



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Music

Keywords

pulse
rhythm
tempo
pitch

dynamics
dimensions
composition

In school we will be learning

This half term, Year 6 will be listening to the song 'Happy'. They will start by listening and appraising it, speaking about the likes and dislikes using a range of musical vocabulary.

Year 6 will also start to sing the song 'Happy', link provided.

As happy is a pop song they will discuss the indicators of this type of music.

Listening for style indicators, they can hear

They will describe the structure of the song with verses and chorus.

To improvise with claps, instruments and voice using notes; A, G and B.

As well as using their voices and clapping year 6 pupils will continue to learn to use the keyboards, through the song 'Happy'.

Pupils will play instrumental parts with the song by ear or from notation using the notes A, G and B.

They will then move on to playing other notes with the song.

We want pupils to know that using one, two or three notes confidently, when improvising, is better than using five. This will come through when they compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B



At home you can

- Listen to the song 'Happy'. Link provided. Clap, tap and find the beat to the song. Sing along with the song.
- Explain where the notes are on a keyboard. Can you draw a diagram of a keyboard and label the notes?



Useful websites



Happy by Pharrell

<https://www.bbc.co.uk/teach/bring-the-noise>

BBC recourse to talk about different types of music.



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H

RE

Keywords

roots
courageous
confident
regardful
merciful
expressing

In school we will be learning

This term, the children will be looking at the disposition of 'Remembering roots' and 'Being courageous and confident'.

Remembering roots

The aim of this unit is to help the children explore their roots. They will discuss how remembering the past, can help them to go forward. The children will look at the importance of prophet Ibrahim in Islam and how his stories are important to retell. Muslims believe that remembering the past through the story of Prophet Ibrahim (Abraham) helps them to understand that Allah (God) loves those people who are on a spiritual journey and are searching for the truth, hence helping them to make sense of the world around them.

Being courageous and confident

The aim of this unit is to help the children explore what being courageous looks like. They will discuss situations where showing courage is hard, pivotal for their development. The children will learn how Sikhs showed courage at the first Baisakhi festival, which has led the way for Sikhs to be courageous today. They will also explore how Buddha showed courage even though it was difficult. The children will identify what makes people step outside of the comfort zone, where does their courage come from?

At home you can

- Draw a family tree of their heritage.
- Think about all the ways you have been confident in front of friends.
- Make a list of all the ways you practise being forgiving at home.

Useful websites



KS2 BBC Bitesize



My heritage: discover your family tree

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PSHE

Keywords

personal
data
social media
Influence
well-being

fake news
bias
untrue
distributing
consent

In school we will be learning

Living in the wider world

How can the media influence people?

We will be continuing to deepen our understanding of physical and mental well-being by investigating different forms of media and the effect they can have on us.

We will be looking at fake news, what it is and how to recognise when news is bias or untrue. Added to this, we will be finding out about how discrimination/stereotypes, gender, racism, disability are represented in the media and on social media.

Keeping safe online is a crucial area of our learning so we'll be revisiting

- ways to stay safe
- How to recognise unsafe or suspicious content
- How information is ranked, selected and targeted or meet our interests
- How information can be used to influence

We will be focussing on what should and should not be shared, the rules around this and distributing of images and relevant consents for this.

At home you can

- Discuss with your children what they watch or engage with on the internet. What social media platforms are they interested in? Are they following the safety guidelines for these platforms/apps?
- Make a list of rules for being on the internet at home.
- Discuss what to do if your child is exposed to content that makes them uncomfortable or scared

Please watch the video before sharing with your child as the topics are sensitive.

Useful websites



How media affects children



BBC Teach

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PE

Keywords

Communication
Tactics
Teamwork
Effective

Cooperation
Responsibility
Leadership
Listening

Decision-making
Strategy
Adaptability

In school we will be learning

his half term in PE we are learning about communication and tactics and how they help make a team effective. We are exploring what makes an effective team and the characteristics of good team members, such as responsibility, cooperation, and listening to others.

We are learning how to create tactics together as a team and how these tactics may change depending on the opponents we are playing or the school we are competing against. We are also learning why a leader needs to listen to all team members so everyone feels valued and the team can make better decisions.

In addition, we are developing ways to communicate clearly with teammates and understanding the consequences of not communicating effectively, such as confusion, mistakes, and poor teamwork.



At home you can

- Practise communication skills by playing team games with family or friends
- Watch a team sport and identify how players communicate and use tactics
- Plan a simple game or activity and decide on tactics together
- Take turns being a leader in games and practise listening to others
- Reflect on how being responsible helps a team succeed
- Discuss what could happen if team members do not communicate clearly
- Practise giving clear instructions and positive feedback during activities

Useful websites



YouTube: What makes a good team
Fitness



Joe Wicks

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