

# Heathfield PRIMARY SCHOOL



**CURRICULUM BOOKLET**

**YEAR 6**

**SPRING 1**

# WRITING

## KEYWORDS

newspaper article  
headline  
adventure story  
byline

lede 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 and newspaper articles. They 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. They be embedding their knowledge of formal language and both, direct and indirect speech to help them write a newspaper article to impact the reader.

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



newspaper



adventure story

HAPPY HARDWORKING COURAGEOUS KIND



# READING

## KEYWORDS

retrieval  
inference  
evidence  
text-mark  
fact

opinion  
summary  
impression

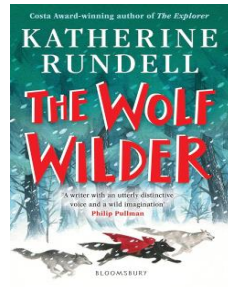
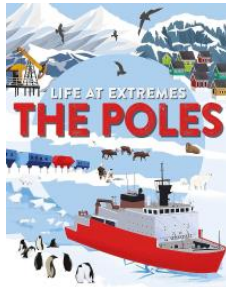
## IN SCHOOL WE WILL BE LEARNING

In reading this term, the children will be reading 'The Wolf Wilder' by Katherine Rundell and 'Life At Extremes: The Poles' by Josy Bloggs.

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](#)



[BBC Bitesize Comprehension KS2](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

# 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 fraction, 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

Multiplying a Fraction by a Whole Number

$$\frac{1}{3} \times 4$$

First, put the whole number over 1 to make it a fraction.

$$\frac{1}{3} \times \frac{4}{1}$$

Multiply the numerators together, and multiply the denominators together.

## AT HOME YOU CAN

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

## USEFUL WEBSITES

Topmark – maths games



Bitesize - Fractions



HAPPY HARDWORKING COURAGEOUS KIND

H

# SCIENCE

## KEYWORDS

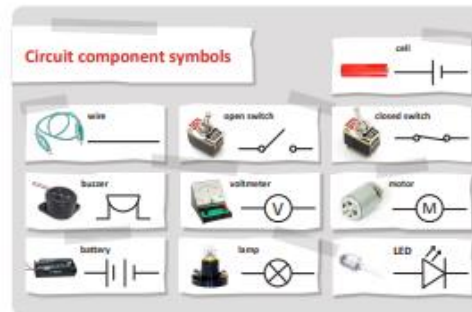
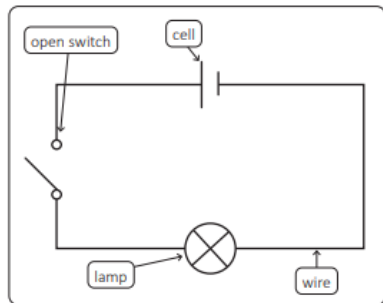
electrical  
components  
circuit  
switch  
bulb

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 component's 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

- Practice 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

HAPPY HARDWORKING COURAGEOUS KIND



# HUMANITIES GEOGRAPHY

## KEYWORDS

adaptation  
global warming  
fauna  
longitude  
climate change

topography  
classification  
expedition  
extinction  
hemisphere

tundra  
vegetation  
ecosystem  
deforestation

## IN SCHOOL WE WILL BE LEARNING

### FROZEN KINGDOMS

In the Frozen Kingdoms project, your child will learn about the regions of the Arctic and Antarctic. They will learn about the similarities and differences between these two regions, including the climate, landscape and natural resources.

They will learn how to use grid references, lines of latitude and longitude, contour lines and symbols to identify the geographical locations of the Arctic and Antarctic, and how these, along with the tilt of the Earth, affect day length and warmth.

They will investigate polar oceans to learn how they differ from other oceans on Earth and how climate change increases Earth's temperature and leads to rising sea levels.

They will learn about the indigenous people of the Arctic, including how their lives have changed over time, and about the positives and negatives of tourism in Antarctica.



They will also learn about classifying animals, animal adaptations and evolution, and polar exploration and discovery.

## AT HOME YOU CAN

- Use the internet and other sources to sketch and label a diagram of the Earth to represent the; equator, prime meridian, lines of latitude and longitude, tropics of Cancer and Capricorn and the polar regions.
- Research about polar explorers and their discoveries. Create a timeline to show significant polar explorations that took place between 1770 and 1920.
- Create an information poster about the two different polar regions (Arctic and Antarctica) to demonstrate similarities and differences.

## USEFUL WEBSITES



Antarctica



Polar exploration

[Arctic Regions](#)  
[What is climate change?](#)  
[Famous Polar Explorers](#)  
[Titanic Facts](#)

HAPPY HARDWORKING COURAGEOUS KIND



# COMPUTING

## KEYWORDS

variable  
change  
name  
value  
set

design  
event  
algorithm  
code  
task

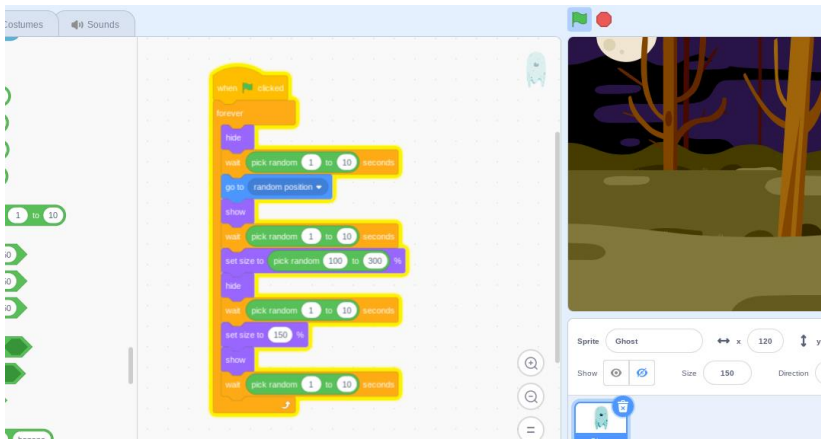
artwork  
program  
project  
code  
test

debug  
improve  
evaluate  
share  
assign

declare

## IN SCHOOL WE WILL BE LEARNING

This half term, children will explore the concept of variables in programming through games in Scratch. First, children will find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, children will experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.



## AT HOME YOU CAN

- Go on to the scratch website and learn about how it works.
- Download the Scratch program and explore
- Watch the video link below to learn about what Scratch programming is.
- Learn the features of Scratch by going on the website: [Scratch - Imagine, Program, Share \(mit.edu\)](https://scratch.mit.edu)

## USEFUL WEBSITES



Scratch parent guidance



What is scratch?

HAPPY HARDWORKING COURAGEOUS KIND



# ART

## KEYWORDS

carving  
indigenous  
printing  
stylised  
stonecut

colour  
line  
form  
shape  
tone

texture

## IN SCHOOL WE WILL BE LEARNING

In this art and design project, Inuits, children learn about art, craft and traditions from the Inuit culture. They revisit the theme of nature in art and observe the style and methods used by Inuit artists and craftspeople. Significant Inuit artists studied include Kenojuak Ashevak, Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutweetak and Pitseolak Ashoona.

The Inuit are indigenous people who live in the Arctic region, an area that includes Alaska, Canada and Greenland. Artwork made by the Inuit includes pictures, carvings, sculptures and prints. Aniamls, cultural myths and legends are the main sources of inspiration.



walrus soapstone carving

owl carving

Children build on their experience of reduction printing previously studied to create detailed drawings of traditional carvings. Children carve simple lines and animal shapes into soap blocks. They are introduced to the stencilling technique and study the significance and artistic elements of the famous print The Owl. Children develop their ideas about a stencil print, combining ideas from printed examples and images of animals. They make stencils using card and make a series of prints using chosen colour combinations.



artist's impression of The Enchanted Owl

## AT HOME YOU CAN

- Try carving a bar of soap into a [sculpture](#).
- Learn about [Inuit life and art](#).
- Watch [Inuit Legend Stories](#).

## USEFUL WEBSITES



soap carving



Inuit life and art



Inuit legend

HAPPY HARDWORKING COURAGEOUS KIND





# 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.



HAPPY HARDWORKING COURAGEOUS KIND

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 the 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

# HAPPY HARDWORKING COURAGEOUS KIND



## 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 affect 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 well 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

# PE

## KEYWORDS

straddle roll  
forward roll  
backward roll  
counter balance  
counter tension

bridge  
shoulder stand  
handstand  
cartwheel  
flight

collaboration  
communication  
determination  
evaluate

## IN SCHOOL WE WILL BE LEARNING

In this gymnastics unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

### Key Skills

Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight

Social: work safely, collaboration, communication, respect

Emotional: independence, confidence, determination

Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences



## AT HOME YOU CAN

- Strength and stamina is very important to gymnasts so find out how to do these activities properly and try and do as many as you can in 1 minutes: burpees; mountain climbers; and standing lunges.
- Research gymnast and the training they go through to become professionals.
- Join a [local gymnastic club](#).

## USEFUL WEBSITES



Find a local gymnastics club



stretches

HAPPY HARDWORKING COURAGEOUS KIND

