

Heathfield PRIMARY SCHOOL



CURRICULUM BOOKLET

YEAR 6

SPRING 2

WRITING

KEYWORDS

newspaper article
headline
adventure story
byline
lede paragraph

story structure
problem
resolution

IN SCHOOL WE WILL BE LEARNING

In writing this half term, children will be exploring the genres of newspaper articles and diary entries. They will be unpicking organisational and language features of each genre, furthering their knowledge of structure and cohesion. Furthermore, they will be using their knowledge of formal and informal language and applying a range of skills learned across KS2. They will be applying their knowledge of 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



diary entry

HAPPY HARDWORKING COURAGEOUS KIND



READING

KEYWORDS

retrieval
inference
evidence
text-mark
fact

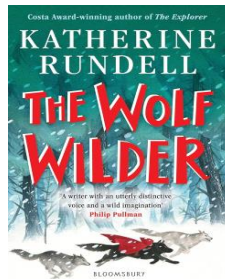
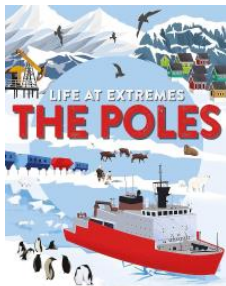
opinion
summary
impression

IN SCHOOL WE WILL BE LEARNING

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

The children 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. The children will continue to develop their pace and accuracy of reading, increasing the complexity of the text and continuing 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

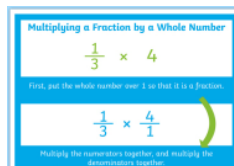
IN SCHOOL WE WILL BE LEARNING

This term, children will learn about the relationship between fractions, decimals and percentages; learn to calculate area, perimeter, volume and use their knowledge of the four operations to solve multi-step problems.

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



Topmarks – maths games



Fractions

HAPPY HARDWORKING COURAGEOUS KIND

H

SCIENCE

KEYWORDS

electrical
components
circuit
coding
data logger

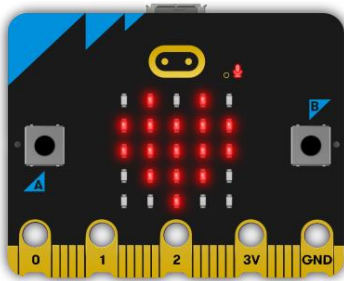
environmental variable
Micro:bit
sensor
data
research

variable
question
programmable

IN SCHOOL WE WILL BE LEARNING

This half term we are finishing the unit Electrical Circuits. This term it will link to the computing and design and technology curriculum. They will be learning about the following...

Children will use their scientific understanding of circuits and the properties of materials from last half term to design and make programmable home device. First, they will learn how programs run in an exact order by following a sequence of instructions, and test and debug programs by using a Micro:bit. Then, they will learn about how we use sensors to monitor an environmental variable, such as temperature, sound or light. We will also discuss what devices in our homes and elsewhere have programmable sensors. They will learn how their Micro:bit can use and programme a sensor. Once they have the knowledge of what a Micro:bit can do they will develop a design criteria which much incorporate a circuit, include a sensor and be useful in the home. They will make their design, test and debug it. They will try to ensure it is good enough to work in real-life situations.



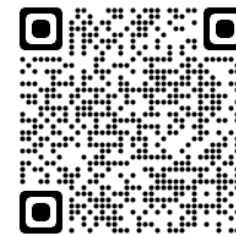
AT HOME YOU CAN

- Practice using a Micro:bit by using a [simulator created by Microsoft](#).
- Learn about [programming with sensors](#).
- Identify sensors in your home and in your local area.

USEFUL WEBSITES



Micro:bit simulator



programming with sensors

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

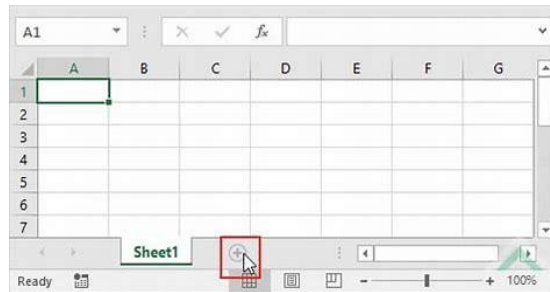
data	cell	calculation	range	data set	sum
collecting	cell reference	spreadsheet	duplicate	organised	comparison
table	data item	input	sigma	chart	software
structure	format	output	purpose	evaluate	tools
spreadsheet	formula	operation	question	results	

IN SCHOOL WE WILL BE LEARNING

Introduction to spreadsheets

This half term, we introduce the children to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. The children will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. They will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. The children will use spreadsheets to plan an event and answer questions. Finally, they will create charts, and evaluate their results in comparison to questions asked.

At the beginning of the project, the children will collect and organise data in a format of their choice. They will then explore how data can be structured in a table. Finally, they will input data into a spreadsheet.



AT HOME YOU CAN

Family Budgeting:

- Have the family plan a hypothetical budget for a month using a spreadsheet.
- Create columns for different expense categories (e.g., groceries, entertainment, utilities).
- Teach the child to input amounts, use basic formulas to calculate totals, and format cells appropriately.

USEFUL WEBSITES



kids' guide to Microsoft Excel



beginners guide to Microsoft Excel

HAPPY HARDWORKING COURAGEOUS KIND



D & T

KEYWORDS

abutment
aqueduct
arch
compression
concertina

distort
suspension bridge
span
truss
support pier

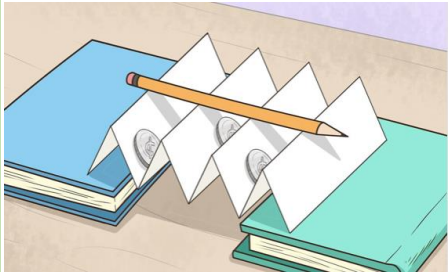
beam

IN SCHOOL WE WILL BE LEARNING

This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.

In Year 6, the children will be applying the knowledge they have gained over the years to strengthen, stiffen and reinforce more complex structures. They will investigate famous bridges (and engineers) around the world and learn about the different methods used to secure and strengthen each.

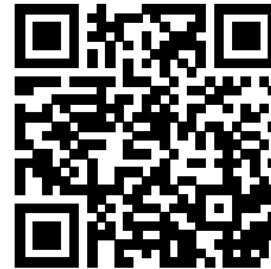
Using only paper and paper straws, they will be using critical and creative thinking to complete a bridge-making challenge. They will be expected to follow the design criteria and to independently evaluate their final product/prototype.



AT HOME YOU CAN

- Have a look at some of the structures in your home: arches, shelving, tables, roof etc. and discuss what makes them strong enough not to collapse.
- Practise the keywords, how to say them, spell them and define them.
- Watch the videos in the links below and complete the challenge. This will give your child a head start in the classroom-based challenge.

USEFUL WEBSITES



What makes a bridge strong?



build a strong paper bridge

HAPPY HARDWORKING COURAGEOUS KIND

H

MUSIC

KEYWORDS

H. Parlan
Earl Hines
Count Basie
Burt Bacharach
Duke Ellington

Stan Getz
Ben Webster
Ian Gray
Woody Herman
organ

harp
piano
horns
cello

IN SCHOOL WE WILL BE LEARNING

Pupils in the second half of spring two will be playing Jazz music. We will ask pupils to identify style indicators for Jazz, answering the question, what makes jazz, jazz?

We will identify the structure of a piece of Music using the two pieces of music, Bacharach Anorak and Meet The Blues.

Using these songs, pupils will play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C
After this, we will ask pupils to improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. And improvise in a Blues style using the notes C, Bb, G, F + C.

By the end of the unit we want year 6 to build a repertoire of ways to introduce a musical performance. Throughout the half term we will ask pupils to reflect on a performance and identify my strengths and weaknesses.

By the end of term, we want pupils to understand the genre Bacharach is and know who Burt Bacharach is and can name some of his compositions.
Also, we want pupils to know how to keep the internal pulse.



AT HOME YOU CAN

- What do year 6 know about Jazz? Can pupils name songs, play or clap in time along or even copy the style in the music they make?
There is a video that discusses the history of Jazz.
- What do pupils think about the range of the range of Burt Bacharach songs? What do pupils think about them? Why do they like them? What part was the favourite?
- Can the pupils build on what was taught in lessons and play chords on a keyboard?
- There are a range of interactive keyboard app that can be used on tablets.

USEFUL WEBSITES



[THE HISTORY OF JAZZ](#)

[Burt Bacharach Greatest Hits](#)



[Learn 4 Chords](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

RE

KEYWORDS

trafficking
suffering
helping
alleviate
sponsorship

Kisagotami
Buddhist
merciful
forgiveness
punishment

repentance
empathy

IN SCHOOL WE WILL BE LEARNING

This term the children will be looking at the dispositions 'responding to suffering' and 'being merciful and forgiving'.

Responding to Suffering.

This unit aims to help the children recognise when others are hurt or in pain. The children will examine how two young Christians raise awareness of the suffering caused by people trafficking. They will also explore how two young Muslims alleviate suffering from natural disasters worldwide by donating and carrying out sponsorship work. The children will also learn about suffering from the Buddhist perspective through the story of Kisagotami.

Being Merciful and Forgiving.

This unit aims to help the children learn how Christians teach mercy following the acts of Jesus. The children will compare how C S Lewis illustrated in his book 'The Lion, the Witch and the Wardrobe' and the voluntary sacrifice of Jesus to save others from punishment through the character Aslan. The children will also look at how Christians show forgiveness. They will read the story of Matthew and reflect on Jesus' teaching Peter about the frequency of forgiveness and the nature of forgiveness by showing empathy.

AT HOME YOU CAN

- With the help of an adult, look through your clothes, toys, books, etc and see if you can donate any to the local charity shop.
- Donate food to the food bank.
- Do a sponsored walk/silence/dance and get family and friends to sponsor you. Then donate the money to a charity of choice.
- Read the book 'The lion, the witch and the wardrobe' by C S Lewis.

USEFUL WEBSITES



What is Buddhism?



Unicef – For Every Child

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.

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.

We will learn how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue. The children will recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have

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 social media affects children



BBC Teach PSHE

PE

KEYWORDS

attacking
defending
games
invasion
possession

fair play
intercept
running
jumping
throwing

dribble
pass
receive
tackle
intercept

IN SCHOOL WE WILL BE LEARNING

Hockey

Hockey is an invasion game. This half term pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

They will use running, jumping, throwing and catching in isolation and in combination. As well as playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills

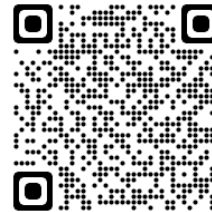
Physical: dribble, pass, receive, tackle, intercept, run, shoot
Social: communication, collaboration, respect, support others
Emotional: perseverance, honesty and fair play, determination
Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection



AT HOME YOU CAN

- Try to practice your [hockey skills](#) using items around the house.
- Learn about the sport of hockey. Do some [research](#).
- Watch a [hockey match](#) together as a family.

USEFUL WEBSITES



practice hockey skills



hockey research



watch a hockey match

HAPPY HARDWORKING COURAGEOUS KIND

