



SPRING TERM 2024
Termly Curriculum Overview
YEAR 6

ENGLISH	<p>In our Reading this term we will continue to develop the use of inference skills to make predictions, explain new vocabulary and summarise key characteristics of characters and settings- across a range of genres. Our Class book will be Holes. We will be learning a range of spelling strategies to support our spelling of the Year 5/6 words. We will also learn the spelling with the following letter strings: ough, cial, tial, homophones and spelling rules for pluralisation.</p> <p>In our writing editing for spellings will continue to be important, along with the use of dictionaries and a thesaurus. We will be learning to move the action on through the use of dialogue, consider when to use formal or informal language, depending on the audience and purpose of the writing task. The use of colons and semi-colons to mark the relationship between independent clauses will be used in our writing, as well as the use of subordinating clauses.</p>
How to help	<p>Visit the library to find books about our topics. Enjoy reading with and to your child and encourage them to read often from a variety of sources, including books, magazines and comics and online texts.</p> <p>Encourage your child to practice the Year 5/6 spellings weekly.</p>
MATHEMATICS	<p>In mathematics we will be reviewing our learning of how to add, subtract, multiply and divide fractions, including mixed number and improper fractions. Links will be made and applied, between fractions, decimals and percentages and fluency will be developed in the selection of the most efficient calculation to use. Within the topic of measure, which we will link with our Science learning this term, we will revisit how to convert between units of measure for mass, capacity, length and time and apply this to reasoning activities. Building on prior learning from the Autumn term will be important here.</p> <p>The recall of all multiplication facts to 12 x 12 and their related division facts is a very important skill to master- we will continue to apply these facts when working with multiples of 10, 100 and 1000.</p> <p>Throughout our maths learning we will compare methods to consider which is the most efficient method and reason as to how or why an error has been made and explain how to solve a problem using mathematical explanations. Links to prior learning will be very important this term as we apply our arithmetic skills to reasoning problems.</p> <p><u>Key Instant Recall Facts for fluency:</u></p> <p>Spring 1</p> <p>By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.</p> <p><i>A prime number is a number with no factors other than itself and one.</i></p> <p><i>The following numbers are prime numbers:</i></p> <p style="margin-left: 40px;">2, 3, 5, 7, 11, 13, 17, 19, 23, 27, 29, 31, 37, 41, 43, 47</p> <p><i>A composite number is divisible by a number other than 1 or itself.</i></p> <p><i>The following numbers are composite numbers:</i></p> <p style="margin-left: 40px;">4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20, 22, 24, 25, 26, 27, 28, 30, 32, 34, 35, 36, 38, 39, 40, 42, 44, 45, 46, 48, 49, 50</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Key Vocabulary</p> <p>prime number</p> <p>composite number</p> <p>factor</p> <p>multiple</p> </div> <p>Children should be able to explain how they know that a number is composite.</p> <p>E.g. 39 is composite because it is a multiple of 3 and 13.</p>

	<p>Spring 2:</p> <p>By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.</p> <table> <tr> <td>$\frac{1}{2} = 0.5$</td><td>$\frac{1}{100} = 0.01$</td></tr> <tr> <td>$\frac{1}{4} = 0.25$</td><td>$\frac{7}{100} = 0.07$</td></tr> <tr> <td>$\frac{3}{4} = 0.75$</td><td>$\frac{21}{100} = 0.21$</td></tr> <tr> <td>$\frac{1}{10} = 0.1$</td><td>$\frac{75}{100} = 0.75$</td></tr> <tr> <td>$\frac{1}{5} = 0.2$</td><td>$\frac{99}{100} = 0.99$</td></tr> <tr> <td>$\frac{3}{5} = 0.6$</td><td></td></tr> <tr> <td>$\frac{9}{10} = 0.9$</td><td></td></tr> </table> <div> <p>Key Vocabulary</p> <p>How many tenths is 0.8?</p> <p>How many hundredths is 0.12?</p> <p>Write 0.75 as a fraction?</p> <p>Write $\frac{3}{4}$ as a decimal?</p> </div> <p>actions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and any</p>	$\frac{1}{2} = 0.5$	$\frac{1}{100} = 0.01$	$\frac{1}{4} = 0.25$	$\frac{7}{100} = 0.07$	$\frac{3}{4} = 0.75$	$\frac{21}{100} = 0.21$	$\frac{1}{10} = 0.1$	$\frac{75}{100} = 0.75$	$\frac{1}{5} = 0.2$	$\frac{99}{100} = 0.99$	$\frac{3}{5} = 0.6$		$\frac{9}{10} = 0.9$	
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How to help	<p>Wherever possible, promote the application of maths skills/ calculations in real life eg: shopping (addition, subtraction (change given) multiplication (how much would 6 cost?) division (cost per person), budgeting,</p> <p>Using TTRockstars to support the learning of multiplication facts to quick recall. Use My Maths to revisit class learning and play maths games.</p>														
SCIENCE	<p>The following areas of science will be covered this term: Light and Shadow and the Eye and Electricity: investigating circuits. We will be building on prior learning from Years 3 and 4 throughout these units.</p> <p>In our study of Light and Shadows and the Eye we will be learning that light appears to travel in straight line Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>In Electricity we will be learning about how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.</p>														
How to help	<p>Visit the library to research about Light , Shadows and the origins of Electricity.</p> <p>BBC bitesize : https://www.bbc.co.uk/bitesize/clips/zshxpv4 ,</p> <p>https://www.bbc.co.uk/bitesize/topics/zbssgk7</p> <p>Electricity: https://www.theschoolrun.com/what-is-electricity</p> <p>http://www.primaryhomeworkhelp.co.uk/revision/Science/electricity.htm</p>														
ART and DT	<p>The main focus for art this term is painting. During this unit we will be paying close attention to tints and tones. We will be looking at some influential artists known for their painting styles or their use of colour, tones and textures - discussing techniques used.</p> <p>In design technology we will be looking at the idea of designing and making. Children will generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams. They will use these skills to design and make a motorised fairground ride.</p>														
How to help	<p>Research artists and discuss their work, paying close attention to shades, tones, tints and textures used for effect of creating light and dark - depth.</p> <p>Explore how structures are strengthened and how motors are used for movement in simple devices</p>														

COMPUTING	<p>This term in computing we will be looking at looking at:</p> <p><i>Web page creation:</i> This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. <i>Programming A – Variables in games</i> This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed.</p>
How to help	<p>Discuss the importance of how to stay safe on line and what to do if your child feels uncomfortable about something which happens on line.</p> <p>Pupils can access their J2e accounts at home to continue working on their school projects.</p>
HUMANITIES	<p>In history this term we will be looking at the Ancient Maya Civilisation. We will consider changes and innovations in their way of life and explore possible answers to questions such as, Why did the ancient Maya change the way they lived? Children will study evidence to find clues and help them understand the way in which they lived.</p> <p><i>Geography:</i> This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people.</p> <p>They are also able to appreciate that, generally speaking, the poorer the people and communities are that experience changes in weather patterns, the more serious the impact often is. From these specific case studies the pupils are encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term.</p>
How to help	<p>Research the regions and culture of people who live in the region that the Ancient Maya once inhabited. Find a picture of a Mayan artefact – What does this tell you about the past?</p> <p>Discuss the impact of climate change and features relating to this in the news.</p>
PSHE	<p>The themes which we will focus on this term are:</p> <p>Keeping Safe and Rights and Respects.</p> <p>We will also be using Picture News in our learning about current events and British Values.</p>
How to help	<p>Discuss these issues with your child 😊</p>
R.E.	<p>Our RE units this term are Hinduism; continuing our study of Hinduism and developing our understanding as to why Hindus want to be good and on Salvation and what Christians believe Jesus did to save human beings which will link to the celebration of Easter.</p>
How to help	<p>Use these websites to further your understanding of key facts:</p> <p>https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p</p> <p>https://www.theschoolrun.com/homework-help/hinduism</p> <p>https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-easter/znkngwx</p>
SPANISH	<p>This term children will listen to and become involved in stories and songs. They will build their vocabulary and begin to become involved in conversations where they will ask and answer questions along with sharing opinions.</p>
How to help	<p>Research and use some basic Spanish vocabulary in everyday life. Use Spanish when greeting each other or asking simple questions.</p>
PHYSICAL EDUCATION	<p>Spring 1: Fridays Wild Tribe: wild tribe kit/warm clothes) Spring 2: Mondays: Netball</p> <p>Spring 1: Tuesdays Hockey, Spring 2:Tennis</p>

How to help	Ensure that you child has their correct PE kit in on the correct days.
USEFUL AND FUN WEBSITES	See the school website for links to maths websites: http://www.ststephenscornwall.co.uk/web/maths_mastery/334085 BBC Bite size Science

Useful Information

Homework and Reading

Maths and English homework are set weekly using the CGP Ks2 books (Sometimes My Maths or SPAG.com may be used instead). Homework needs to be handed in by Wednesday.

It is expected that your child reads at least 4 times per week, with reading records completed. When they have completed an AR (Accelerated Reader) book they will take a quiz in school. Library books are changed on a Tuesday.

Knowledge Organisers and Vocabulary Mats

Please see the Class information page on the school website for these.

If you have any concerns, queries or suggestions please feel free to contact to us

Residential payment schedule reminder: Please see the office if you wish to set up weekly or monthly payments to spread the cost.

The payment schedule:

Deposit- on or before 30th November **(non-refundable.)** £45

On or before 6th January £50

On or before 3rd March £50

On or before 5th May £50

.SATS week dates:

Monday 13 May 2024	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 14 May 2024	English Reading
Wednesday 15 May 2024	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 May 2024	Maths Paper 3 (Reasoning)