

# St Luke's CE Primary – Curriculum Overview



## Year 6 Spring 2



### Curriculum Aims

#### The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

### Curriculum Approach

Learning reviewed daily (retrieval practice);

New content taught in small chunks;

Effective teacher questioning;

Lots of teacher modelling;

Regular opportunities for children to think, apply and practise key skills and knowledge;

Support for difficult tasks;

Develop long term memory, whilst respecting the limitations of the working memory.

## Discrete Learning Subjects

### Main Learning Focus in English:

Speaking and listening.

Reading

Writing

Grammar and Punctuation

Spelling

Handwriting

### Main Learning Focus in Mathematics:

Throughout Spring 2 the children will be focusing on percentages and algebra.

In unit 10 (percentages) children will learn to:

- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- compare and order fractions, including fractions  $> 1$
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- multiply one-digit numbers with up to two decimal places by whole numbers

In unit 8 (algebra) children will learn to:

- generate and describe linear number sequences
- express missing number problems algebraically
- use simple formulae
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables

### Main Learning Focus in Science:

Year 6 will be exploring the 'Reach out Curriculum' and focusing on the topic 'Energy'.

Within this unit children will carry out many different experiments and will work scientifically to explore various scientific concepts.

We will first reap prior learning from previous years and topics looking at states of matter, how heat is transferred through objects and what thermal equilibrium is, sustainability and how we can recycle.



Our energy topic will include:

- What are energy stores?
- What is energy transformation?
- What is efficiency and how can it be calculated?
- What is power and how does it apply to electrical appliances?
- How do we relate speed, distance and time?
- How can we calculate kinetic energy?

### Main Learning Focus in Geography:

Through Spring 2 Year 6 will be exploring, discussing and researching the topic 'Population'. Within this topic year 6 will be introduced to new vocabulary and will learn this vocabulary throughout the half term. It will support their work throughout and within each lesson.

We will be answering 5 main questions whilst diving deeper into the topic:

- Where do people live around the world?
- Where do people live around the world?
- What are the challenges of an ageing population?
- How is a population pyramid created?
- What are the best ways to feed the planet?

The children will get the opportunity to analysis data and present in bar charts, graphs or pie charts.



### Main Learning Focus in Computing:

The children will be focusing on a new topic, 6.5 Text Adventures and 6.6 Networking.

By the end of 6.5 Text Adventures children will have covered:

- To find out what a text adventure is.
- To use 2Connect to plan a story adventure.
- To make a story-based adventure using 2Create a Story.
- To read and understand given code for a text adventure game.
- To debug and improve a text adventure game.



Purple Mash Computing Scheme

**Unit: 6.5**  
**Text Adventures**

By the end of 6.6 Networks children will have covered:

- To learn about what the Internet consists of.
- To find out what a LAN and a WAN are.
- To find out how the Internet is accessed in school.
- To research and find out about the age of the Internet.
- To think about what the future might hold



Purple Mash Computi

**Unit: 6.6**  
**Networks**

**Main Learning Focus in Religious Education:**

What matters most to Christians and to Humanists? Within this topic we will be defining Christians and Humanists and exploring how they are the same but different; what their views are; how they live; what rules they follow.

We will:

- Explore the concepts of being naughty and being good in terms of actions, words and thoughts.
- Discuss that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god.
- Through drama the children will build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.
- To deepen their understanding of the impact of values on life.

### **Main Learning Focus in PSHE:**

The children will follow the SCARF scheme, focusing on the topic 'Rights and Respect'. By the end of the unit, children will be able to:

- Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves
- I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.
- I can explain the advantages and disadvantages of different ways of saving money.



### **Main Learning Focus in Physical Education:**

The children will be focusing

### **Main Learning Focus in DT: Playgrounds**

- To design a playground with a variety of structures
- I know that there are different types of structures used in playground apparatus
- I can consider how the structures can be used
- I can design five different pieces of apparatus using three different structures
- I can improve my design based on peer evaluation
- To build a range of structures
- I can build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures
- I know that structures can be strengthened by manipulating materials and shapes
- I can measure, mark, cut and shape wood to create a range of structures
- To improve and add detail to structures
- I can test and adapt my design to improve it
- I can identify what makes a successful structure
- I can use a range of materials to reinforce and add decoration to my structures



### **Main Learning Focus in French:**

The children will be focusing on the topic – WW2

By the end of the unit children will be able to:

- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in French.
- Say and write in French the key countries and languages involved in WW2.
- Write a letter in French home explaining what life is like as an evacuee living in the countryside.



Language  
French



Teaching Type:  
Progressive Language

Unit:  
La Seconde Guerre mondiale