

## Year 6 Spring Curriculum Overview

2024

Subject	Spring 1	Spring 2
<b>RE</b>	<p style="text-align: center;"><b>Jesus at Prayer</b></p> <p><b>What is Passover?</b>            Understand the context of the Book of Exodus.            Retell the main points of the Exodus story.            Retell the sequence of the events of the Exodus story.            understand the significance of the Passover in the Exodus story.            Identify some of the beliefs that we take from this story.</p> <p><b>How was Passover celebrated in the time of Jesus?</b>            Understand how Passover was celebrated during Jesus' time.            Understand that belief in the action of God experienced in the Exodus became the basis for the Passover ritual.</p> <p><b>How do Jews celebrate Passover now?</b>            Understand the structure of a modern Passover Seder meal.            Rituals, actions and celebrations of the Passover Seder meal.            Link the beliefs of Passover to the lyrics of a Jewish song.</p>	<p style="text-align: center;"><b>Lent to Easter</b></p> <p>Retell Mark's account of the Last Supper (Mk 14:12-26)            Identify the Last Supper as the source of belief that the bread and wine become the body and blood of Jesus.</p> <p>Compare and make links between Mark's account of the Last Supper and the Liturgy of the Eucharistic.</p> <p>Describe how the Eucharist as a ritual of remembrance of God's activity in life has developed.</p> <p>Pray the Examen as a prayer for Lent</p>
<b>Maths</b>	Formal written methods of multiplication and division Area Properties of shape Order of operations	Algebra Angles Reflection and translation Fractions (multiplying, dividing, problem solving) Ratio and proportion
<b>English</b>	<p><b>(Continued)3<sup>rd</sup> person narrative based on the short film Alma</b>            (SPaG: sentence constructions, precise vocabulary, cohesive devices)</p>	<p><b>Narrative workshops-</b> <i>review key narrative techniques, e.g., creating characters, settings, and atmosphere</i>  <b>Francis by Dave Eggars-</b> building suspense, tension and setting description</p>

	<b>Non-chronological report based on Arthur Spiderwick's Field Guide</b> (SPaG: passive voice, hyphens, clause structures)	(SPaG: dialogue, sentence constructions, precise vocabulary, cohesive devices)
Science	<b>Evolution and Inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
Computing	<b>Online Safety</b> Explain the impact of Cyberbullying	
History/ Geography	<b>Who are Britain's National Parks for?</b> Know what a national park is which is our closest one. Know the function of national parks are to protect and conserve. Know what cultural heritage means and how national parks conserve this. To know why farmers are important to national parks. To use the OS maps to understand the elevation of a location.	
Art	<b>Brave Colour</b> Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2D or 3D models to share our vision of imagined installations with others.  Visit to the Tate Modern	
Design and Technology	<b>Textiles</b> <b>Focus:</b> Design, make and evaluate a final product, by combining different fabric shapes	
Music	<b>Focus 1:</b> Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.  <b>Focus 2:</b> 1970s soul music, comparing cover versions.	

	<b>Focus 3:</b> To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.	
<b>PE</b>	<p><b>Gymnastics</b>  <b>Flight - Children learn how to jump in different ways and perform shapes in flight which are varied and aesthetically pleasing.</b>  Perform routines and a range of skills seamlessly.  Compete and challenge him/herself to improve across all areas.  Evaluate the work of others using technical language including setting targets for improvement.  Demonstrate different ways of linking movements and jumps.  Use different pathways within a flight sequences.  Mount and dismount the apparatus safely.  Leapfrog safely.</p>	<p><b>Dance</b>  <b>The Haka</b>  Move fluently and perform a wide range of skills confidently and competently.  Apply skills effectively in different situations and within a range of physical activities.  Develop a 22 second pairs section using a picture as a stimulus  Use chance choreography to create a sequence.  Perform, review and improve finished Haka themed performance piece.</p>
<b>RSE</b>	<p><b>Created to Love Others</b>  <i>Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.</i></p> <p>Unit 1 – Religious Understanding explores the nature of God's call to love others. Children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.</p> <p>Unit 2 – Personal Relationships aims to equip children with strategies for more complex experiences of relationships and conflict. This covers how to respond to spoken and unspoken pressure, the concept of consent and further teaching on how our thoughts and feelings have an impact on how we act. The concept of fairness is introduced. Year 6 will consider what bullying, prejudice and discrimination are.</p> <p>Unit 3 – Life Online builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material</p>	

	<p>Unit 4 – Keeping Safe considers safety in the real world beginning with the four types of abuse: sexual, physical, emotional and neglect. Children will learn how to spot each type of abuse and who they can go to for help. The final three sessions in this module explore how drugs, alcohol and tobacco can negatively affect people’s lifestyles and the body’s natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.</p>
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