



# Windmill Hill Primary School

## Spring Term 2023 Curriculum Plan

### Year 6

<b>English</b>	<p>In the first half term, we will build on our science topic, 'Evolution and Inheritance', to indulge in a learning journey about Charles Darwin. We will work on a discovery narrative during the 'Read to Write' lessons and explanation texts within our 'Steps to Read' lessons. The children will read a variety of books about the life and works of Darwin including a poetry book, 'Darwin – A Life in Poems' written by his great - great granddaughter, Ruth Patel, and a fictional account of his life journey through 'Darwin – An Exceptional Voyage'. In contrast, the book 'When the Whales Walked' allows the children to gain exposure to a non-fiction text.</p> <p>In the second half term, our theme is 'Wolves'. The 'Read to Write' aspect is a revision unit and the children will be using their prior knowledge to create different text types and demonstrate their independent application at a distance from direct teaching. Our revision units provide the children with a larger number of writing opportunities for a wider range of audiences and purposes. In addition to our writing lessons, we will continue to work through our 'Step to Read' sequence of lessons to improve our reading comprehension skills.</p>
<b>Mathematics</b>	<p>This half term will begin with recap of our learning from the first term. We plan to complete an assessment to identify any misconceptions that remain from the learning in term one.</p> <p>We will transition into the term by continuing our learning of measurement. In this chapter, the focus is on converting units of measurement using fractions and decimals.</p> <p>Following that, pupils will be exploring how to calculate percentage of numbers and quantities. They will be learning about how to solve for percentage change and use percentage to compare amounts.</p> <p>In ratio orientated lessons, pupils will be comparing quantities, including numbers, objects, fractions and mass before moving on to solving word problems.</p> <p>Next, we will learn some of the conventions of algebra in the context of patterns and real-life problems. This chapter ends with pupils using word problems to write equations with two unknown values solving a range of equations.</p> <p>In this Area and Perimeter and Volume chapters, pupils will be exploring how to calculate the area of rectangles, triangles and parallelogram. All pupils will be developing their understanding of volume as it relates to cubes and cuboids. Then, in the final chapter on geometry in Year 6, the pupils will be investigating angles on their own, in word problems and in shapes.</p> <p>In the position and movement chapter, pupils work with polygons on coordinate grids.</p>

	<p>They differentiate between translation and reflection before moving on to express movement using algebra.</p> <p>In penultimate chapter, Graphs and Averages, pupils will learn to present and interpret information in different ways. Our final short chapter will be on negative numbers: all pupils will learn how to add and subtract with negative numbers.</p>
<p><b>Science</b></p>	<p><b>Evolution and Inheritance</b> - This unit builds on the children’s learning from the Year 3 ‘Rocks’ unit as well as the ‘Animals including Humans’ and ‘Living Things and their Habitats’ units. As such, it is important that children have the appropriate understanding of fossils, habitats and human development in order to grasp the concepts and ideas presented to them in these lessons.</p> <p>Our learning journey will begin by looking at ‘Life on Earth’ and looking at the vast changes to organisms over approximately 4 billion years. We will study ‘The Fossil Hunter’ Mary Anning and learn about her discoveries at a time when female scientists found it relatively difficult to get the acclaim and credit that their research deserved.</p> <p>The children will also learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.</p> <p><b>Living Things and Their Habitats</b> - The children will take part in classification training, gaining credits along the way to gain their Classification Connoisseur qualification. We will look at decontextualised examples of classification and the use of a key. Then, when they have familiarised themselves with the use of a classification key, the pupils will look towards our school environment and create a key to classify leaves and/or living creatures.</p> <p>After some initial research, the children will discover Carl Linnaeus’s system used to classify all living and use it to identify a range of organisms.</p> <p>The challenge culminates in designing new creatures that fit within the classification system.</p>
<p><b>Computing</b></p>	<p>This term, the children will learn about computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>The children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>The children will learn to design and create digital content to accomplish goals. We will work with software that allows us to Combine text and images to present ideas.</p>

	<p>Further to the development of the practical application, we will gain a deeper understanding of the impact (positive/negative) technological changes have on society and predict how technology will change in the future.</p>
<p><b>Art and Design and Technology</b></p>	<p>We will start this term by looking at buildings and sculptures. In this unit of work, we will learn about drawing buildings, in particular 3D buildings. The children will study the architect Antoni Gaudi and create sculptures based on his work.</p> <p>After exploring architecture, we will study still life. This unit of work gives the children the opportunity to learn about still-life compositions. They learn about how to arrange a composition for effect and begin learning how to create paintings that show light and shade.</p>
<p><b>Humanities</b></p>	<p>Humanities will be centred on 'Our Angry Earth'. The children will learn about earthquakes, volcanoes and extreme weather.</p> <p>The children will look at cause and consequence:</p> <ul style="list-style-type: none"> <li>➤ How and where do these things occur?</li> <li>➤ What do people do to minimise their risk and disruption?</li> <li>➤ How likely are these things to occur in the UK compared with other parts of the world?</li> </ul> <p>More specifically, we will delve into the most famous (or perhaps more fittingly, infamous) events to see what happened and why it occurred.</p>
<p><b>French</b></p>	<p>The children will get the opportunity to extend their vocabulary and research French customs and traditions. Children will build on their knowledge and understanding of the French language.</p> <p>This half term the learning will centre on 'Bon Voyage' and 'Transport'. The children will discover the names of different modes of transport and how travel will differ due to France being mainland Europe. Together, we will look at key phrases that could be used to navigate these modes of transport whilst in France.</p> <p>Next half term, we will be focusing on the 'Easter' theme. The children will look at Easter traditions in France compared with England. We will discuss one of the main French Easter traditions - the Easter bells or 'les cloches de Pâques'.</p>
<p><b>Music</b></p>	<p>The children will be fortunate enough to benefit from a unit of work based on African Drums. They will discover the different ways that you can hit the drums to refine a</p>

	<p>sound and, once familiar with the notes required, they will learn how to play the drums to musical notation and create the own music.</p> <p>Next, the children will follow the 'Charanga' Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. All of the learning in this unit is focused around one song: 'You've Got A Friend' by Carole King</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen &amp; Appraise apps; new progressive Warm-up Games; Flexible Games and improvisation resources and a new compose tool. Perform with more options too!</p> <p>The supporting lesson plans and documentation have been streamlined to support the scheme upgrade with a revised and fully supportive Activity Manual.</p> <p>This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>
<p><b>Physical Education</b></p>	<p>The first half term will be gymnastics. This term, our children take be given gymnastics tuition from the 'Beth Tweddle Curriculum'.</p> <p>In this unit, children will create longer sequences individually, with a partner and a small group. They will learn a wider range of actions such as inverted movements to include cartwheels and handstands. They will explore partner relationships such as canon and synchronisation and matching and mirroring.</p> <p>The children will spend the second half term learning to play tag rugby. In this unit, children will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, children will support the ball carrier using width and drawing defence. When defending, children will learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games.</p>
<p><b>RE</b></p>	<p>Our first half term will focus on the Muslim religion. Throughout this half term, will be looking at Haji and the concept of pilgrimage. We will explore Mecca and why it is so important to Muslims.</p> <p>Following this, we will delve back into Christianity. This time, we will be focusing on what Christians mean by 'Good Friday'. We will be looking at the events of, and the lead up to, Good Friday and subsequently why it is such a significant day to Christians.</p>

<b>PSHE</b>	<p>Half term one will focus on 'Dreams and Goals'. The children will be able to discuss their dreams and goals – in school and outside of school - for the future. Furthermore, we will look at dissecting our goals, so that we can create stepping-stones to success. Together, we will take a look at the strength we have within us and how that will support our journey.</p> <p>Half term two will focus on 'Healthy Body, Healthy Mind'. The children will look at ways in which they can help to manage their own wellbeing by looking at ways to support their own mental and emotional health. We will look at the risk of peer-pressure and how we can manage those situations effectively.</p> <p>This topic will be extremely important and poignant given that this cohort experienced 'Lockdown' conditions during their KS2 journey.</p>
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