



St Ippolyts CE (Aided) Primary School

A copy of this curriculum overview and the current homework plan is available on the school website www.stipps.herts.sch.uk (under the 'For parents' tab)

CURRICULUM INFORMATION Spring 2018

Class 6

Mrs G Stewart

ENGLISH – Texts we will be dipping into: *Uncle Montague’s Tales of Terror* by Chris Priestley/ *All Summer in a Day* by Ray Bradbury/*The Messenger Bird* by Ruth Eastham/*Ruby Redfort Look Into My Eyes* by Lauren Child/ *Skellig* by David Almond **Reading** – Explore a range of texts, and identify the features that mark them as belonging to a particular genre. **Writing** – Use prior knowledge of different genres to create a mixed genre story. To analyse how pace and tension builds in writing. Revise the different ways in which clauses can be ordered. Experiment with sentence structure. Consider how manipulation changes the effect. **Narrative** Proof read regularly for punctuation and spelling errors. Using dictionaries and thesaurus to extend understanding of vocabulary. **Non-Fiction** – **Report writing:** note taking and skills of researching on India. Paragraph construction. **Debates** - balanced arguments, points for and against based upon crime and punishment & e- safety. **Poetry** – Read, analyse and perform Rap and Free verse poetry. To look at creating their own poems in these particular styles..

MATHS – Use their knowledge of the order of operations to carry out calculations involving the four operations. Use simple formulae. Pupils will learn that, in mathematics, the order of operations is a collection of rules that define which procedures to perform first in order to evaluate a given mathematical expression. As a step towards short division by two-digit numbers, pupils will be shown how to use the formal written method of long division. Pupils will be encouraged to interpret remainders appropriately to the context of the division problem presented: as fractions/decimals. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Pupils will also have the opportunity to apply understanding of algebra, to consider how translations could be expressed algebraically. It is important that pupils are secure and can confidently use accurate vocabulary associated with shape and angles. Opportunities to broaden and deepen pupil understanding of bar modelling, as a problem-solving tool, as a way to draw a model to represent the problem.

SCIENCE

Humans and Health –To find out how nutrients and water are transported in the human body. Investigate what happens to the heart when we exercise and why. To investigate the effects of tobacco, alcohol and other drugs. To evaluate what we can do to keep our bodies healthy.

Evolution and Inheritance – Children to recognise that animals produce offspring and be able to explain why variation in offspring occurs. To identify characteristics which help an organism to be well suited to its environment and understand why different organisms in the same environment may have different characteristics. Explore fossil records.

RELIGIOUS EDUCATION –

Understanding Christianity

What difference does the resurrection make for Christians?
Looking at the Bible and pointing out the need for God to save people. Exploring the Gospels and different accounts of Jesus’s death and resurrection.
Understanding how the belief in Jesus ‘resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.

COMPUTING – Information Models

(Spreadsheets) Children are given an understanding of spreadsheets and how they can be used. Learn skills in formatting and entering specific formulas. The final task allows an open-ended project for pupils to design their own spreadsheet, with ideas and direction provided for particular purpose such as party planning.

HUMANITIES (History/Geography)

Geography – Weathering and Erosion (Natural Geography) to explore how water and weather can change the landscape and understand how coastal features are formed. Identify coastal features of the UK and explain how the make-up of the United Kingdom has changed over time. Look at why landscapes change over time, predicting how physical factors might change the landscape in the future.

History - Crime and Punishment through the ages

To introduce the broad trends of crime and punishment from the Romans to the 21st century.

ART / DESIGN

Use sketchbooks to collect, record, review, revisit & evaluate ideas.

Improve mastery of techniques such as drawing, painting and sculpture with varied materials (charcoal, pencil, colour and clay. Make clay puffs and look at the skills involved in sculpting. Take part in a range of Indian Arts linked to our Arts Days.

PHYSICAL EDUCATION –

Gym – Children to work in groups of four to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles, on the floor/mats and apparatus. **Tag Rugby** – to explore the rules of tag rugby and improve passing and ball control. To understand the principles of attacking and defending within the playing area. **Hockey** – children to learn how to set up 4v4 invasion games based on mini versions of hockey. Discuss rules, tactics and scoring skills.

MUSIC – Stars Hide Your Fires

Identify how a mood is created by music and lyrics and earn (part of) a new song quickly and sing it confidently from memory. Sing songs written in two parts, maintaining their own parts confidently. Play accompaniments with control and accuracy, using notations as a support. Contribute to a class performance and help achieve a high quality performance. **Composer study – Franz Schubert.-** Listen to various styles and pieces composed by Schubert. Exploring the musical vocabulary to describe the music. Ensemble playing of recorder playing as a group.

PSHE&C (Personal, social, health education, and citizenship)

Recognise the difference between risks and hazards and between long and short term harm. That the level of a risk can be different for different people. To identify strategies to help them to keep rules. Recognise the risks- both long and short term - related to smoking, drinking and drugs. Identify ways to manage strong emotions positively. Identify reliable sources of information for safety issues. Demonstrate the skills needed to minimise the risk of these accidents.

Additional information - Teaching Assistant: Mrs Allen

If your child has concerns about school or lessons always encourage them to speak to me. Especially when your child is in year 6 it’s important they start to develop this independence in preparation for secondary school. PE kits should remain in school for throughout the week and taken home to be washed on a regular basis. Reading records to be filled in weekly.

Key Dates

7th January – Christingle Service at St Ipps Church 9:15am
24th & 25th January – Arts Days
5th Feb – Open Session
22nd Feb – Yr 6 Parent Consultations SATs based
1st March – World Book Day

5th March – Assessment Week
11th March – Albert Hall
14th & 15th March – Science Days
20th and 26th March – Parent Consultations
28th March – Easter Service

