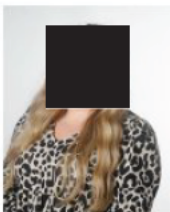
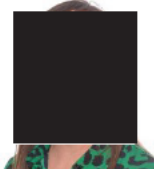


Brownlow Fold Primary School



Year 6: Curriculum Information Spring

Information for parents/carers

Class Teacher  Miss Shaw	Class Teacher  Mrs Ellison
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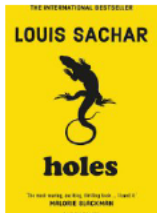
Homework: Homework books will be given out each **Friday** and work should be completed in the homework book and returned to the class teacher in school by the following **Wednesday**.

Reading: Children will read weekly in school and the younger children will be supervised to change finished reading books in school. Parents/carers are expected to listen to their child read daily and to sign their reading record.

PE: PE will take place every week on **Tuesday** with 'Commando Joe' and on **Monday** with the class teacher. All children are expected to make sure their PE kit is in school on those days for pupils to change into.

Please keep this booklet for future reference

On the following pages, there is a summary of the key curriculum information and expected outcomes so that you are aware of what your child will be learning during this term.

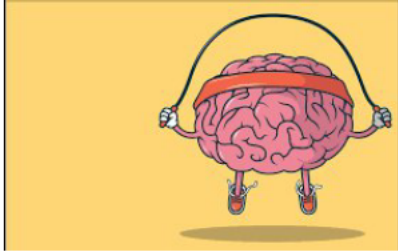
Subject	The coverage in English and Mathematics	
	Spring 1	Spring 2
English	Class text: <u>The Arrival by Shaun Tan</u>  Writing outcome: Narrative retelling (longer story built around a man's journey to another country) Mini Outcomes: Fiction Retell from another perspective Diary Entry Journals Informal Letters Recounts Character Descriptions Non-Fiction Food Fact file Guide for New Arrivals Creature Non-Chronological Report News radio report Country Report	Class Text: <u>Holes by Louis Sachar</u>  Writing outcome: Non – Chronological report on Yellow Spotted Lizard Mini Outcomes: Fiction Diary Entry Letters Alternative ending Character Description Poems Non- Fiction Persuasive Advert Survival Guide
	Mathematics Number - Ratio and Proportion Number - Algebra Number – Decimals Number – fractions, decimals and percentages	Measurement- Area, perimeter and volume Statistics Geometry – Shape Geometry – position and direction

	Prime Learning Challenge	Subsidiary small questions
Science Spring 1	Do you know how light travels?	- How can you identify natural and mad-made sources of light? - How does light travel? - Can you explain how your eyes work? - Why do shadows have the same shape as the objects that cast them?

Science Spring 2	How are genetics passed down through evolution?	- Can you explain how animals and plants have evolved to be suited to their respective environment? - What you recall about the process of evolution and can you recall the evidence for this? - Do you know that living things produce offspring of the same kind? - Can you explain how fossil provide information about living things?
Design and Technology	How do pneumatics toys move?	- What are pneumatics and how do they work? - How can you design a toy that uses pneumatics to open and close? - How will you make your pneumatic toy open and close? - Is your product effective?
Art and Design	Can art help the planet?	- How can art be an act of protest? - How can art raise money for a good cause? - How can art reduce its environmental impact? - How can my art save the planet? - How can I help others evaluate their art?
History	How were the lives of the soldiers fighting at the Front affected?	- What is the timeline of events that led to World War One? - Who was fighting during World War One and why? - What was life like for soldiers in the trenches? - What was the impact of propaganda?
Geography	What is Fairtrade and how does it affect unsafe working conditions and unfair pay around the world?	- What is Fairtrade and what is sold as Fairtrade products? - Where do different Fairtrade products come from? - Who benefits from Fairtrade? - How did human activity cause a need for Fairtrade?
Computing:	Spring 1: Can you create a programme using previously taught skills?	- What are variables and how are they used? - What are functions? - What are flowcharts and control simulations? - What is user input? - How can I use 2code to create a text-based adventure game?
	Spring 2: Can you create a quiz using variables?	- What is 2DIY and how is it used? - What is 2quiz and how does it work? - How can I create a quiz? - What is a database quiz? - How can I create a survey and questionnaire?
Music	Bolton Music Service Glockenspiels	- What notes can you play? - What is rhythm? - How can you play music in groups?

		What songs can you play?
Physical Education	Spring 1: Dance Cowboys and Indians	- Can you create simple patterns on your own and in small groups? - How can you link movements to make a dance phrase? - What range of actions can you use to make a dance? - How do you perform with fluency and control? - Can you combine fluency and rhythm to create a performance?
	Spring 2: Orienteering	- Can you identify symbols from a map? - Can fold and orientate the map? Can explain thumbing the map? - How can you plan quick and safe routes? - How can you line up position on map using symbols?
Religious Education	What do Christians believe Jesus did to 'save' people?	- Can you rewrite the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it? - Can you explain what Christians mean when they say that Jesus' death was a sacrifice? Can you weigh up the value and impact of ideas of sacrifice in your own lives and the world today? - Can you make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper? - How do Christians put their beliefs into practice in different ways?
	What kind of King was Jesus?	- Can you explain connections between biblical texts and the concept of the kingdom of God? - Can you consider different possible meanings for the biblical texts studied, showing awareness of different interpretations? - Can you make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice? - How do Christians put their beliefs into practice in different ways? - Can you articulate your responses to the idea of the importance of love and service in the world today?

Physical, Social, Health and Economic education (PSHE)	Health and wellbeing My long term goals Mindfulness Planning a healthy lifestyle The impact of technology on physical and mental health. Resilience toolbox Immunisation	Safety and the changing body Alcohol Critical Digital Consumers Social Media Physical and emotional Changes of puberty Conception Pregnancy and Birth First Aid: Choking First Aid: Basic life support
Languages	Can you describe your home in French?	- What vocabulary do I need for rooms and furniture? - How do I use prepositions to say where things are located? - How can I describe my home using adjectives? - How do I ask questions about someone else's home? - How can I combine nouns, adjectives, and prepositions in a simple paragraph?
	Can you plan a holiday in France?	- What vocabulary do I need for types of holiday, transport, and accommodation? - How do I express preferences for activities, places, or transport? - How can I ask questions about a holiday plan? - How do I use simple verbs in present tense to describe actions? - How can I link ideas to give a clear description of a holiday plan?
Key Texts	Spring 1 The Arrival by Shaun Tan	Spring 2 Holes by Louis Sachar
Empowered Learner Focus The 'Empowering Learning' skills play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum.	Resourceful Thinker - Think creatively by generating and exploring relevant ideas, and making original connections - Find links and see relationships - Explore and experiment with resources and materials - Ask 'why', 'how' and 'what if' questions - Apply imaginative thinking to solve a problem - Try different ways to tackle a problem - Work with others to find imaginative solutions and outcomes that are of value	Year 6: - I am always prepared to explore more than the first possible solution to a problem. - I am aware that solutions can depend on an understanding of other issues. - I can generate questions which promote higher order thinking. - I can adapt and apply learning to new situations.
	Reflective Learner Evaluate their strengths and	Year 6: I can explain and discuss in different

	- limitations as learners ▪ Review their work and act on outcomes ▪ Set themselves realistic goals and criteria for success ▪ Monitor their own performance and progress ▪ Invite feedback and deal positively with praise, setbacks and criticism. ▪ Make changes to improve their learning ▪ Communicate their learning in relevant ways to different audiences	ways what I have learnt from others. ▪ I can identify strengths and weaknesses in my learning and give reasons. ▪ I can take account of others' viewpoints when considering success. ▪ I consider the pros and cons of different views to support an argument. ▪ I revise my work based on the views of others. ▪ I can cope with criticism and learn from it.
Commando Joe's	The outstanding Commando Joe's curriculum is broad and exciting and provides a great foundation on which all children get the chance to achieve, be resilient, tolerate others and make great choices for life, both inside and outside school. The RESPECT framework supports the "whole school approach" with staff being able to help children to develop these behaviour traits within a number of exciting topics based on amazing characters and aspects of their life stories. Children are then set exciting missions to solve. RESPECT focuses on: R- Resilience E- Empathy S- Self Awareness P- Positivity E- Excellence C- Communication T- Teamwork  COMMANDO JOE'S® Realising your potential In lessons, children are given different themed missions which they have to complete. This can include saving an endangered animal, collecting items for a trip to the jungle and crossing obstacle courses to save another team member!	
Cultural Enrichment/Competence Our themes involve learning to live well in a diverse society	Throughout Spring term the curriculum offers the children the opportunity to extend their understanding of cultural diversity through assemblies linked to differences within our community and how we should embrace our differences. Within RE lessons, children will explore their uniqueness, and that we need to recognise and celebrate our individual differences in gender, race, ethnicity, religious beliefs, age, customs, place of birth and cultural backgrounds.	
Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	"Whether you think you can or you think you can't, you're right." — Henry Ford liveboldtboom	
Vocational Experience Our themes involve learning about the world of work and about the wide range of choices available to children	Work-related learning: planned activities that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work. Career learning: helps young people develop the knowledge, understanding and skills they need to make successful choices and manage transitions in learning and work.	

in their futures	
Home Learning	Home learning is a very important part of a child's education. One of the aims of teaching is for children to develop as independent learners. Home learning is an integral part of the curriculum and is planned and prepared alongside each classes theme and ongoing learning in school. ▪ Daily reading – <i>Verbal task – parents are expected to sign their child's diary so that we know that they have read at home</i> ▪ Weekly spellings - <i>Verbal task to consolidate learning from school</i> ▪ Times table rock stars – <i>Verbal task - This is a fun game designed to help your child to improve their mental arithmetic skills and consolidate learning from school</i> ▪ Half term activities/tasks – <i>Creative task - This is once every 6/7 weeks and you are able to choose which task/s to complete and consolidates learning from school</i> ▪ Picture News prompts for home discussion – <i>Verbal task - This is a picture prompt that is on the newsletter each week and is designed to generate a discussion about topical issues globally.</i> ▪ Possible additional Maths, Comprehension or Phonics activities – <i>Written Task - This will be determined by the class teacher each week and consolidates learning from school</i>