## Newton Primary School
### Year 6 Spring Term Curriculum Plan

### English

**In English I will be learning to:**

In English, I will focus on non-fiction and fictional writing. Over the course of the term, I will look at narrative poetry using *The Highwayman* by Alfred Noyes. I will also use the books ‘Around the World in Eighty Days’ by Jules Verne, ‘Way Home’ by Libby Hathorn, and *The Arrival* as a focus for descriptive writing, informal diary writing, and story writing. In addition to this, I will look at report writing other examples of non-fiction writing within information texts on the cities around the world. The study of grammar, punctuation, and spelling will be embedded into our lessons as appropriate. Reading will be part of English lessons and will also be taught within a separate guided reading session.

### Maths

**In Maths I will be learning to:**

1st Half Term
- Fractions, Decimals and Percentages
- Geometry - 2D Shapes, position and direction
- Measurement - area, volume, perimeter
- Ratio and Proportion
- Statistics - pie charts, mean as an average

*Revision of all areas after February half term in preparation of SAT Tests*

### Computing

**In Computing I will be learning to:**

- To begin to consider why we use spreadsheets and know why and when to use them.
- To be produce a fully labelled bar chart.
- To be able to successfully input data to a spreadsheet.
- To be able to produce a fully labelled bar chart.
- To be able to make amendments to a bar chart to improve the colour of bars, title etc.
- To be able to input information on to Excel.
- To use the ‘SUM’ function to calculate the total of a set of numbers in a range of cells.
- To understand how to extend formulas for a range of sums.
- To calculate the total cost.

The children will continue to develop their skills using iPads, laptops, digital cameras etc.

### Visitor, Trips and Visits

- Poetry day - Workshops with a visiting poet ‘Dreadlock Alien’

### PSHCE/SEAL

**In PSHCE/SEAL I will be learning to:**

**Going for Goals**
- Children will be:
  - Setting their own goals for their longer term future.
  - Thinking about the importance of resilience
  - Taking responsibility for their learning and behaviour.

**Good to be me**
- Children will be:
  - Considering subtle differences between boasting and feeling proud
  - Balance between safety and risk when taking risks
  - How and when to stand up for themselves
  - How to manage strong feelings

### Additional Information

**PE** - this takes place on Monday (indoor) and on Friday (outdoor).

Please ensure the correct PE kit is in school for these days.

Revision sets will begin for English and Maths after February ½ term.
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<tr>
<th>Historian</th>
<th>Artist</th>
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<td><em>As a historian I will be learning to:</em>&lt;br&gt;Use sources of evidence to find out about the past.&lt;br&gt;Select suitable sources of information about the past.&lt;br&gt;Understand that no single source of evidence gives the full answer about the past.&lt;br&gt;Refine lines of enquiry as appropriate and test hypotheses.&lt;br&gt;Identify periods of rapid change in history and contrast them with times of relatively little change.&lt;br&gt;Understand the concepts of continuity and change over time using a timeline.</td>
<td><em>As an artist I will be learning to:</em>&lt;br&gt;Develop and extend ideas from starting points.&lt;br&gt;Collect information, sketches and resources and present ideas imaginatively in a sketchbook.&lt;br&gt;Use the qualities of materials to enhance ideas.&lt;br&gt;Comment on artworks. Sketch lightly before painting.&lt;br&gt;Mix textures (rough/smooth, plain/patterned.)&lt;br&gt;Combine visual and tactile qualities using mosaics/ceramics.&lt;br&gt;Create original pieces that show a range of influences and styles. Show how work of artists was influential in society.</td>
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<th>Geographer</th>
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<td><em>As a geographer I will be learning to:</em>&lt;br&gt;Create maps of locations with patterns in land use/climate.&lt;br&gt;Use a range of resources to give detailed descriptions and opinions about a location.&lt;br&gt;Understand some of the reasons for geographical similarities and differences between countries.&lt;br&gt;Describe how locations around the world are changing and explain some of the reasons.&lt;br&gt;Describe geographical diversity across the world.&lt;br&gt;Describe how countries and regions are interconnected and interdependent.</td>
<td><em>As a designer I will be learning to:</em>&lt;br&gt;Create circuits using electronic kits and write code to control and monitor models.&lt;br&gt;Design with the user in mind, motivated by the service.&lt;br&gt;Make products through stages of prototypes and refining.&lt;br&gt;Combine elements of design from inspirational designers.&lt;br&gt;Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.&lt;br&gt;Ensure products have a high quality finish.&lt;br&gt;Evaluate the design of the products and offer improvements.</td>
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<th>Musician</th>
<th>Sports Person</th>
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<td><em>As a musician I will be learning to:</em>&lt;br&gt;Compose own rap or words to the existing rap. Learn about break-dancing and 80s Hip hop culture in general. Historical context of musical styles. Confidently recognise different instruments.&lt;br&gt;Confidently recognise and explore many varied musical styles and traditions and their basic style indicators.&lt;br&gt;Continue to develop an understanding of the history and context of music.&lt;br&gt;Using the correct musical language, discuss confidently feelings and emotions/like and dislikes, that are linked to music.&lt;br&gt;Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.</td>
<td><em>As a sports person I will be learning to:</em>&lt;br&gt;Compose creative and imaginative dance sequences.&lt;br&gt;Perform expressively and hold a precise and strong body posture.&lt;br&gt;Perform complex sequences in original and imaginative ways.&lt;br&gt;Perform complex moves that combine strength and stamina gained through gymnastics such as cartwheels and handstands.</td>
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