

## Year 6 Spring Term Curriculum Map

English		
Writing (HFL)		Spelling (No Nonsense)
<b>Year 6 Writing Purposes</b>	<b>Non-chronological report:</b> Inform (6.5) <b>Scene with dialogue:</b> Entertain (6.6) <b>Balanced argument:</b> Discuss (6.7) <b>Narrative:</b> Entertain (6.8) <b>Biography:</b> Inform (6.9)	Revise words with 'ough' Words ending with -cial, -tial, Generating words from prefixes Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)
<b>Year 6 Writing Outcomes with core texts</b>	Non chronological report linked to Arthur Spiderwick's Field Guide to the Fantastic World Around You Writing dialogue linked to various texts Balanced arguments linked to various texts Narrative linked to Blackberry Blue and other Fairy tales Biography linked to Survivors	<b>Handwriting (Letter Join)</b>
<b>Vocabulary:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points plus all previously taught vocabulary.		
Reading		
Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (-fer, -cious, -tious, -cial, -tial, -ance, -ancy, -ent). Read previous and Year 5/6 common exception words. Critique books that they have read to their peers, giving a range of reasons for their views. Check that a range of text types make sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Ask appropriate questions to improve their understanding of texts. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Draw inferences, justifying them with evidence from the text, including quotations. Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, volume and tone so that the meaning is clear to the audience. Learn a wider range of poems by heart. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts. Explain and discuss their understanding of what they have read through formal presentations, maintaining a focus on the topic and making notes. Increase their familiarity with a wide range of books, including, myths, legends, traditional stories modern fiction, classics and books from other cultures and traditions. Share their views on a text or author, providing reasoned justifications.		<b>Spring Term Texts:</b>  <b>Fiction:</b> Extract – The Polar Bears Explorers Club Extract – Moving On Extract – The Dream Asylum <b>Non-Fiction:</b> Greta Thurnberg's speech – September 2023 Ancient Egypt - Pyramid builders National Geographic – Explorer of the Month Environment at Risk - A load of rubbish <b>Poems:</b> For You by Karl Nova Free by Kate Wakeling <b>Poems to learn by heart:</b> Spring Term: The Witches' Spell – William Shakespeare
<b>Class Reads: Reads (teacher to choose order):</b> <a href="#">Goodnight Mister Tom by Michelle Magorian</a> , Floodlands by Marcus Sedgwick, Letters from the Lighthouse by Emma Carroll, Holes by Louis Sacher, Secrets of a Sun King by Emma Carroll, The Island at the End of Everything by Kiran Millwood Hargrave, The Polar Bear Explorers Club by Alex Bell, The Final Year by Matt Goodfellow		

## Maths (Herts Essentials)

### Key Concepts

6LS16 – Order of operations and algebra (amalgamate step 1 and 2; step 3 and 4; step 5 and 6)  
 6LS17 – Formal written method for long division  
 6LS18 – Exploring relationships between perimeter and area  
 6LS19 – Recognise and find angles (amalgamate step 1 and 2)  
 6LS20 – Reflection and translation (amalgamate step 1 and 2)  
 6LS21 – Multiplying fractions (amalgamate step 1 and 2)  
 6LS22 – Dividing fractions  
 6LS23 – Fractions, decimals and percentages problem-solving  
 6LS24 – Ratio and proportion  
 6LS25 – Volume  
 6LS26 – Measures  
 6LS27 – Statistics: line graphs and pie charts

### Vocabulary

#### Statistics

pie chart  
 mean  
 average

data set  
 variable

conversion graph  
 convert

#### Fractions

simplify  
 degrees of accuracy

#### Measurement: Mass

stones  
 ounces

#### Measurement: Length

millimetres cubed (mm<sup>3</sup>)  
 kilometres cubed (km<sup>3</sup>)

#### Measurement: Capacity

millimetres cubed (mm<sup>3</sup>)  
 centimetres cubed (cm<sup>3</sup>)

metres cubed (m<sup>3</sup>)

gallons

#### Measurement: Speed

miles per hour (mph)

metres per second (m/s)

kilometres per hour (km/h)

#### Ratio

times as many  
 per  
 for every  
 relative size

scale factor  
 proportion  
 ratio (a:b)  
 comparison

scaling  
 scale factor  
 part to part  
 part to whole

## Science (Oak Academy)

Keeping Healthy (6.3)		Why we group and classify living things (6.4)	
Skills	Knowledge	Skills	Knowledge
Examine how diet, exercise, drugs, and lifestyle impact body function. Plan scientific enquiries, controlling variables, taking precise measurements, and recording complex data. Present findings, drawing conclusions, and evaluating scientific evidence.	Deepen understanding by learning how lifestyle choices, such as diet and physical activity, affect long-term health and well-being	The classification of living things, including micro-organisms, plants, and animals, based on observable characteristics. Explore reasons for classification and focuses on planning scientific enquiries, recording data, presenting findings, and evaluating scientific evidence.	Understand how scientists classify organisms based on shared characteristics.
<b>Vocabulary:</b> Diet, impact, nutrients, beneficial, oxygen, heart rate, exercise, circulation, artery, pulse, muscle, aerobic, illegal, addictive, prescribed, drug, impact, nicotine, addictive, lungs, alcohol, lifestyle		<b>Vocabulary:</b> Observable, characteristic, compare, similarity, difference, classify, identify, vertebrate, invertebrate, classification key, flowering, non-flowering, seeds, spores, organism, microbe, bacteria, virus, fungi, taxonomy, Carl Linnaeus, species, Latin	
History (Spring 2) Ancient Egypt (6.2)		Geography (Spring 1) Climate Change (6.2)	
Skills	Knowledge	Skills	Knowledge
To be able to develop chronological knowledge and understanding. To understand how our knowledge of the past is constructed from a range of sources. To be able to research the pharaohs and Gods important to this time period.	To know how society was organised in Ancient Egypt. To find out why the pharaohs were important. To know the different Gods and Goddesses the Ancient Egyptians believed in. To know how and why pyramids were created. To know the different inventions created and used in Ancient Egypt	To create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land.  To discuss, debate and make decisions considering ethical, moral and cultural viewpoints  To describe how locations around the world are changing and explain some of the reasons for change To make connections and consider different perspectives, challenging stereotypes and source provenance and bias.  To collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations.	To have some knowledge of the effects of climate change on the world.  To be aware of the UK'S and other countries pledges to combat climate change.  To understand their and other's role in the fight against climate change.  To understand how human and physical processes interact to have an impact on landscapes (terrestrial and marine) both in terms of spatial variation and change over time.
<b>Vocabulary:</b> BC, civilisation, sources, pyramids, pharaoh, Gods, Goddess, irrigation, hieroglyphics, cartouche		<b>Vocabulary:</b> climate change, Greta Thunberg, interpret, analyse, moral, ethical, cultural, impact, pledge, sustainability, global warming, economic, environment, population, terrestrial, marine, coral reef, Great barrier reef,	

Art – Spring 1 Climate change animation (6.2)		Design and Technology (Plan Bee) – Spring 2 Burgers (6.2)	
Skills	Knowledge	Skills	Knowledge
<p>To manipulate resources using prior knowledge and terminology.</p> <p>To use sculpting knowledge to construct, plan and create a clay model.</p> <p>To research and develop own response through experimentation.</p> <p>To evaluate and develop formed artwork.</p>	<p>Know how animation works and how to manipulate their sculptures in small steps to create an animation.</p> <p>Know how to combine skills from other curriculum areas to create a short animation film.</p>	<p>To evaluate how healthy a burger is based on its nutrition label.</p> <p>To compare different burgers and assess which is healthiest.</p> <p>To explain some of the different ways in which burger patties are cooked.</p> <p>To follow a recipe to make a beef, turkey or vegetable burger patty.</p> <p>To add ingredients to a basic burger patty to reflect global cuisine.</p> <p>To follow a recipe to make different sauces, including salsa, tzatziki and barbecue sauce.</p> <p>To design a burger menu to incorporate different patties, sides and sauces.</p> <p>To explore, taste and assess types of bread and their suitability for a burger bun.</p> <p>To offer suggestions for some alternatives for bread.</p> <p>To add mixtures of herbs and spices to a basic bread dough to make flavoured burger buns.</p> <p>To design a burger for a particular purpose.</p> <p>To design a burger for someone with particular dietary requirements.</p> <p>To make and evaluate a burger, following my recipe and design.</p>	<p>To know that most foods we buy have nutrition labels to help us make informed choices about what we eat.</p> <p>To know that calories come from fats, proteins and carbohydrates.</p>
<p>Vocabulary: figure, storyboard, frame, manipulate, animation</p> <p>Artists: Nick Park (Wallace and Gromit), Suzie Templeton (Peter and the wolf)</p>		<p><b>Vocabulary:</b> patty, burger, sauce, evaluate, dietary requirements, alternative, incorporate, suitability, ingredients, fat, protein, carbohydrate, nutrition, calorie</p>	

## Music (Sing Up)

### Skills and Knowledge

#### **Dona nobis pacem (6.21)**

- Compose an 8-bar piece using percussion, in 3-time and using chords F major and C major.
- Sing a round accurately and in a *legato* style.
- Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
- Sing a chorus in two-part harmony with dancing on the beat.

#### **You to me are everything (6.22)**

- Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.
- Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
- Learn some simple choreography to accompany a disco song.

#### **Twinkle variations (6.23)**

- Decipher a graphic score.
- Play *Twinkle, twinkle, little star*.
- Create variations using a wide variety of composing techniques.
- Improvise on top of a repeating bassline.

### Vocabulary

#### **Dona nobis pacem**

**Duration:** 3 beats per bar, 3/4 time signature, 3-time, dotted crotchet, dotted minim, crotchet, quavers, crotchet rest.

**Pitch:** thinking voice, F major, C major.

**Structure:** round, 3 sections, phrase.

**Texture:** polyphonic, homophonic, monophonic.

**Timbre:** a cappella (unaccompanied).

**Other:** sacred vocal music, Latin.

#### **You to me are everything**

**Duration:** syncopation.

**Pitch:** major scale, modulation/key change.

**Tempo:** beats per minute (bpm), faster, slower.

**Timbre:** bass guitar, electric guitar, violins, drum kit, lead and backing vocals/singers, keyboard (Fender Rhodes).

**Structure:** verse, chorus, middle 8, hooks/riffs.

**Style:** disco, funk, soul, jazz-fusion, latin-jazz.

**Texture:** vocal harmonies (parts that are sung alongside the main melody to make the texture thicker).

**Other:** cover (a version of a song by a singer or band who did not originally perform the song), summer anthem (a song that is released and peaks in its popularity during summer).

#### **Twinkle variations**

**Dynamics:** volume, louds and softs.

**Structure:** passacaglia (an ancient musical form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) of that theme).

**Tempo:** the speed of a piece of music.

**Other:** score (a visual representation of music), orchestrate (choose which instruments play which parts of a music composition), improvise (music that is made up instantly with no prior preparation).

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Spring 1 – Dreams and Goals</b>            Understand why it is important to stretch the boundaries of their current learning            Set success criteria so that they know when they have achieved their goal            Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances            Empathise with people who are suffering or living in difficult situations            Be able to give praise and compliments to other people when they recognise that person’s achievements</p> <p><b>Spring 2 – Healthy Me</b>            Are motivated to care for their own physical and emotional health            Are motivated to find ways to be happy and cope with life’s situations without using drugs            Identify ways that someone who is being exploited could help themselves            Suggest strategies someone could use to avoid being pressured            Recognise that people have different attitudes towards mental health / illness</p> <p>Can use different strategies to manage stress and pressure</p>	<p><b>Spring 1 – Dreams and Goals</b>            Know their own learning strengths            Know how to set realistic and challenging goals            Know what the learning steps are they need to take to achieve their goal            Know a variety of problems that the world is facing            Know how to work with other people to make the world a better place            Know some ways in which they could work with others to make the world a better place            Know what their classmates like and admire about them</p> <p><b>Spring 2 – Healthy Me</b>            Know how to take responsibility for their own health            Know how to make choices that benefit their own health and well-being            Know about different types of drugs and their uses            Know how these different types of drugs can affect people’s bodies, especially their liver and heart            Know that some people can be exploited and made to do things that are against the law            Know why some people join gangs and the risk that this can involve            Know what it means to be emotionally well            Know that stress can be triggered by a range of things            Know that being stressed can cause drug and alcohol misuse</p>	<p><b>Unit 6.3 We are publishers</b>            In this unit, pupils will learn to:            manage or contribute to large collaborative projects, facilitated using online tools            write and review content            source digital media while demonstrating safe, respectful and responsible use            design and produce a high-quality print document.</p> <p><b>Unit 6.4 We are connected</b>            In this unit, pupils will learn:            about appropriate rules or guidelines for a civil online discussion            how search results are selected and ranked            how to argue their point effectively, supporting their views with sources</p>	<p><b>Unit 6.3 We are publishers</b>            In this unit, pupils will learn to:            write and review content            source digital media while demonstrating safe, respectful and responsible use            design and produce a high-quality print document.</p> <p><b>Unit 6.4 We are connected</b>            In this unit, pupils will learn:            how to counter someone else’s argument while showing respect and tolerance            how to judge the reliability of an online source            some strategies for dealing with online bullying.</p>
<p><b>Vocabulary:</b>  <b>Spr 1:</b> Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.  <b>Spr 2:</b> Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>		<p><b>Vocabulary:</b>  <b>Spr 1:</b> Creative Commons, Desktop publishing (DTP), eBook, ePub, Folder, Portable document format (PDF), Text  <b>Spr 2:</b> Anchor tag bias, Blog, Fake news, news, Hyperlink, Neutral point of view, Online bullying (cyberbullying), Plausible, Reliable, Social media, Source</p>	

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** – Evaluate a range of beliefs and practices within and across traditions and worldviews and explain how they share similarities with and differences from each other.

**Sources of wisdom** – Evaluate the ways a range of sources of wisdom can influence the lives of individuals and communities. Show awareness of the importance that different interpretations of stories, sacred writings, psalms, hymns, prayers and artefacts can have on this.

**Symbols and actions** - Compare how/why a range of beliefs, symbolic expression & actions can communicate different meaning to individuals within communities. Identify & describe similarities/ differences between and within communities.

**Prayer, worship and reflection** – Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.

**Identity and belonging** – Explain the benefits for, and challenges to, individuals and communities that commitment to a faith can bring. Raise questions about guidance and leadership in their own and others' lives.

**Ultimate questions** – Present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth, and express their personal and critical responses to these.

**Human responsibility and values** – Evaluate whether they think that diverse communities can live together, identifying common values, respect and shared human responsibility. Use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief.

**Justice and fairness** – Evaluate how important faith and belief are in deciding what is right and wrong, just and fair, referring to their own and others' ideas and arguments.

### Knowledge

**Spring 1 - Why do Hindus want to be good? (6.3)**  
 Atman, Karma and Moksha: Hindu Dharma  
 Build on their understanding of dharma.  
 Explore and interpret the story of the man in the well from the Mahabharata.  
 Investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.

**Vocabulary:** Dharma, Samsara, reincarnation, Atman, duty, Karma, Moksha, Brahman, Ahimsa, Deity

### Knowledge

**Spring 2 - What difference does the resurrection make to Christians? (6.4)**  
 God: Christianity  
 Explore the 'big story' of the Bible.  
 Explore accounts of Jesus' death and resurrection.  
 Research connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope.  
 Explore how worship on Good Friday and Easter Sunday may vary,  
 Make links between the resurrection and forgiveness.  
 Learn about Christian funerals.

**Vocabulary:** Salvation, Resurrection, interpret, sacrifice, Biblical, theological, Gospel, Eternal life, Incarnation, funeral

## Physical Education (Complete PE)

**Gymnastics: Matching and Mirroring (6.31)**  
 The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.

**Vocabulary:** 6.31: Excellent Gymnastics Unison, Canon, Flow, Levels, Matching, Mirroring

**Games: Invasion: Tag Rugby (6.32)**  
 Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary

**Vocabulary:** 6.32: Tactics, Transition, Offside, Knock On, Advantage, Formations

**Dance: Prejudice and Discrimination (6.41)**  
 The unit of work will challenge pupils to explore the concepts of Prejudice and Discrimination through movement. By exploring this challenging topic, pupils will work together to demonstrate the emotions that surround prejudices and the impact of acting on this prejudice. Pupils will explore the power of being united when tackling prejudices.

**Vocabulary:** 6.41: Excellent Dancers, Expression, Creativity, Emotion, Prejudice, Choreography, Discrimination, Motif

**Games: Invasion: Handball (6.42)**  
 Pupils will consistently apply effective passes, applying decision making as to which pass to make and when in order to keep possession and score. Pupils will create and apply tactics in games adapting them as the game situation changes.

**Vocabulary:** 6.42: Tactics, Transition, Counterattack, High press, Formations, Man-to-Man Marking, Zonal Marking

# French

## Skills

**Listening** - Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

**Speaking** - Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

**Reading** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

**Writing** - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions

**Grammar** - Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

## Knowledge

### The Weekend (6.3)

Tell the time in French using quarter past, half past and quarter to.  
Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

### Dictionary Skills – lesson 3 + Joyeuses Paques (6.4)

To use a bilingual dictionary independently.  
To learn key Easter vocabulary  
To sing an Easter song in French

To use key Easter vocabulary in full sentences with our 5 senses











## Vocabulary

LANGUAGE ANGELS

Le week-end

Nom	Classe
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Unit Glossary

French	English	French	English
le week-end	the weekend	Il est midi.	It is midday.
Quelle heure est-il ?	What time is it?	Il est minuit.	It is midnight.
et quart	quarter past	 Je me lève.	I get up.
et demie	half past	 Je prends mon petit déjeuner.	I have my breakfast.
moins le quart	quarter to	 Je regarde la télé.	I watch television.
Il est une heure.	It is one o'clock.	 Je lis des bandes dessinées.	I read comic books.
Il est deux heures.	It is two o'clock.	 J'écoute de la musique.	I listen to music.
Il est trois heures.	It is three o'clock.	 Je joue à l'ordinateur.	I play on the computer.
Il est quatre heures.	It is four o'clock.	 Je joue au foot.	I play football.
Il est cinq heures.	It is five o'clock.	 Je vais à la piscine.	I go to the swimming pool.
Il est six heures.	It is six o'clock.	 Je vais au cinéma.	I go to the cinema.
Il est sept heures.	It is seven o'clock.	 Je me couche.	I go to bed.
Il est huit heures.	It is eight o'clock.	et	and
Il est neuf heures.	It is nine o'clock.	après	after
Il est dix heures.	It is ten o'clock.	aussi	also
Il est onze heures.	It is eleven o'clock.	plus tard	later on
Il est douze heures.	It is twelve o'clock.	finalement	finally

NB: If you want to say you do an activity **AT** a specific time you use "à" plus the time.