

ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Read whole novels which are structured in different ways and are of different genres.</p> <ul style="list-style-type: none"> • Make comparisons across books. • Provide reasoned justifications for their views. • Explain and discuss their understanding of what they have read through presentations and debates. • Recommend books they have read to peers and give reasons for their choices. • Prepare poems to read aloud and perform using intonation, tone and volume so that the meaning is clear to an audience. • Discuss how authors use figurative language, considering the impact on the reader. • Recognise how language, structure and presentation contribute to meaning. • Recognise simple recurring literary language in stories and poetry. • Predict what might happen from details stated and implied. • Draw inferences such as characters' feelings, thoughts and motives from their actions and justify my detailed inferences with evidence. • Distinguish between statements of fact and opinion. • Retrieve and record information succinctly from non-fiction texts. • Summarise the main ideas drawn from a chapter within a novel. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Texts: Oranges In No Man's Land (Elizabeth Laird) Refugee Boy (Benjamin Zephaniah) Excerpts from Journey to Jo'burg – Beverley Naidoo Poetry War Photographer – Carol Ann Duffy We Refugees – Benjamin Zephaniah</p> <ul style="list-style-type: none"> • The 1975 - 1990 Lebanon civil war and how it affected Beirut; • Experiences of refugees both in London and in Beirut; • Retrieving and recording information from non-fiction texts and making notes. • Using inference and justifying their thoughts with evidence. • Writing blurbs to encourage others to read a chosen text. • Distinguishing between fact and fiction and recognising bias and prejudice. • How to draw conclusions across a range of stories and discussing preferences. • Presentational features in different text-types. • Biographical writing. • The political climate in Ethiopia and Eritrea. • Experiences of refugees in the UK. • Using the passive voice for effect. <p>The grammar and vocabulary requirements of the KS2 curriculum. Through studying vocabulary & grammar this year, pupils will develop and consolidate their knowledge about:</p> <ul style="list-style-type: none"> • Using the full range of taught punctuation accurately and for effect. • Marking independent clauses by using a dash accurately. • Accurately using a colon and semi-colon. • Using inverted commas to demarcate speech correctly. • Identifying and using a relative clause. • Clarifying meaning or avoiding ambiguity by using commas and parentheses.
MATHS	

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Pupils will have the opportunity to develop the following skills:

Ratio

- Use ratio language
- What is ratio
- Link between ratio and fractions
- Explore scale drawing
- Use scale factors
- Comparing similar shapes
- Solving ratio problems
- Explore changing recipes

Algebra

- Explore, use and design 1-step and 2-step function machines
- Form expressions
- Substitute values into expressions
- Calculate formulae
- Form equations
- Solve 1-step and 2-step equations
- Find pairs of values
- Solve problems with two unknowns

Decimals

- Recognise the place value within 1
- Understand the place value – integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply and divide decimals by 10, 100 and 1,000
- Multiply and divide decimals by integers
- Multiply and divide decimals in context

Pupils will have the opportunity to develop their knowledge about:

Ratio

- Ratio and fractions
- Scale drawings
- Scale factors
- Similar shapes
- Changing recipe quantities

Algebra

- Function machines
- Algebraic expressions
- Solving equations
- Solving algebraic equations

Decimals

- Place value of decimals
- Rounding decimals
- Adding and subtracting decimals
- Multiplying and dividing decimals

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<p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> • Understand decimal and fraction equivalents • Explore fractions as division • Understand percentages • Change fractions to percentages • Calculate equivalent fractions, decimals and percentages • Order fractions, decimals and percentages • Calculate percentage of an amount – one step and multi-step • Calculate missing values of percentage problems <p><u>Area, Perimeter and volume</u></p> <ul style="list-style-type: none"> • Exploring shapes with the same area • Calculating area and perimeter • Calculating areas of triangles and parallelograms • Calculating volume of a cuboid <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Draw and interpret line graphs • Read, interpret and draw bar charts and pie charts • Calculate the mean 	<p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> • Decimal, fraction and percentage equivalents • Percentages • Ordering fractions, decimals and percentages • Calculating percentages of an amount <p><u>Area, Perimeter and volume</u></p> <ul style="list-style-type: none"> • Area and perimeter of 2D shapes • Volume of cuboids <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Line graphs • Bar charts and pie charts • The mean
<p>SCIENCE</p>	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <p>Ask questions and develop lines of enquiry based on observations.</p> <ul style="list-style-type: none"> • Make predictions using scientific knowledge and understanding. • Plan and design investigations and experiments to make observations and test predictions. 	<p>pupils will have the opportunity to develop their knowledge about:</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Inheritance • Adaptation • Theory of Evolution

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<ul style="list-style-type: none"> ● Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. ● Select appropriate techniques, apparatus, and materials during laboratory work, working safely. ● Make and record observations and measurements using a range of methods for different investigations. ● Evaluate the reliability of methods and suggest possible improvements. 	<ul style="list-style-type: none"> ● Evidence for Evolution ● Human evolution ● Fossils <p>Electricity</p> <ul style="list-style-type: none"> ● Electricity over time ● Electrical circuits ● Parallel and series circuits ● Voltage and current
ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Myths and Legends</p> <ul style="list-style-type: none"> ● Storytelling in art ● Collage ● 3D sculpture making ● Collaborative working ● Pattern making ● Creating a sculpture from design. ● Ancient art and mythology ● Patterns ● How to make paint. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Myths and Legends</p> <ul style="list-style-type: none"> ● Collage – Students will be able to select appropriate materials and be able to apply them correctly to their collage piece ● Sculpture – Students will learn how to create a papier mache 3D sculpture and decorate it according to their design. Students will also be better at creating a sculptured collage tile to demonstrate technique. ● Drawing – Students will be better at creating patterns. ● Story Telling - Students will learn about the importance of storytelling and using imagery to tell your story. ● Greek mythology - they will learn about art and artefacts from Greek mythology and learn about ancient pottery and sculpture techniques. ● Ancient art - they will develop their knowledge about ancient artistic techniques, how paint was made and hoe patterns were developed and why.

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	<ul style="list-style-type: none"> Students will study Mythology, legends and storytelling in art.
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Webpage creation</p> <ul style="list-style-type: none"> To create websites for a chosen purpose. To identify what makes a good web page To use their research to design and evaluate their own website using Google Sites. To understand the copyright and fair use policy when using media from other places. <p>3D Modelling</p> <ul style="list-style-type: none"> Using a computer to produce 3D models. To initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Information Technology:</u></p> <ul style="list-style-type: none"> Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Using technology safely, respectfully, and responsibly; Recognising acceptable/unacceptable behaviour. Identifying a range of ways to report concerns about content and contact Speed typing using two hands - developing their typing skills with increasing confidence and control. School 360 in order to complete computing work electronically culminating in an online digital assessment. <p><u>Computer Science:</u></p> <ul style="list-style-type: none"> Selecting, using, and combining a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. <p><u>Digital literacy & Citizenship:</u></p> <p>Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Their self-awareness by reflecting critically on their behaviour and its impact on others.

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	<ul style="list-style-type: none"> • Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.
Food & Textiles	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • to thread a needle • to research and evaluate existing designs • to design and make a cross stitch image • using a needle carefully and correctly • to evaluate their ideas and products against a given criteria. • 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Textiles: cross stitch images</p> <ul style="list-style-type: none"> • how to work safely within the textile classroom • existing cross designs • the history of cross stitch • how to thread a needle • how to perform a basic cross stitch • how to perform a running stitch • how to design a template for their own design • following a design template to create their own design image.
GEOGRAPHY	
<p>- pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Compare atlas maps of Britain showing physical geography and geology • Consider different viewpoints, • Classify sources (renewable / non-renewable) 	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p>Natural resources (UK)</p> <ul style="list-style-type: none"> • The ways in which natural resources (non renewable) are used to produce electricity. • The ways in which natural resources(renewable) are used to produce electricity. • Wood production and problems associated with its use. • To know where are how steel is produced. • To know where and how glass and concrete are produced in Britain using natural resources.

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	<ul style="list-style-type: none"> ● Sustainability
HISTORY	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Provide an opinion about a source ● Use sources to recall evidence from the past ● Retell stories about the past and identify why events happened ● Describe key characteristics of times studied ● Identify and compare causes of events in the past and present ● Place events in chronological order ● Know key dates of events studied in relation to present day ● Identify periods of change ● Ask valid questions about past events ● Develop the appropriate use of historical terms ● Demonstrate knowledge through extended written answers ● Address historically valid questions about change, cause, similarity and difference, and significance 	<p>Why did the Mayan civilisation collapse? - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The main periods of the Mayan civilisation. ● What life was like at the height of the Mayan civilisation. ● Human sacrifice ● Everyday life ● Mayan society ● Mayan achievements
MFL – FRENCH	
<p>Pupils will have the opportunity to practise their reading, writing, listening and speaking in French by developing the following skills:</p> <ul style="list-style-type: none"> ● explain where they live and what is nearby ● describe the type of house they live in ● describe the rooms in their house ● describe and promote the local area ● extend answers with adverbs ● identify ingredients in a recipe ● give simple opinions, positive and negative ● continue to build on dictionary skills ● letter writing format and vocabulary 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● using appropriate, varied vocabulary to describe where they live in more detail than they did in year 5 ● using adverbial phrases to improve quality of answers ● offering varied positive and negative opinions, including justifications ● taking turns by asking and answering simple questions ● letter writing ● presenting to an audience ● wider French culture, celebrations and traditions, such as the 'Chandeleur' and Easter ● French regions, major cities and geography i.e. rivers, mountains

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<ul style="list-style-type: none"> describing the weather using high numbers to describe temperatures 	
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Describing musical elements when listening to music Identifying different types of keyboard instruments by sound and sight Playing by ear, using a keyboard instrument Reading and performing simple folk music, using voices and keyboards Singing as part of a group Singing in parts Singing with confidence Increase familiarity with a wide range of music and songs from a range of cultures and traditions 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> A range of keyboard instruments Famous pieces using different types of keyboards Composers who have used keyboard instruments A range of musical genres Folk music from around the world Simple musical rhythms
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Hockey</p> <ul style="list-style-type: none"> Dribble a ball with control Demonstrate a legal tackle in a game Demonstrate a push and a hit with control Beat an opponent with the ball <p>Gymnastics</p> <ul style="list-style-type: none"> Control in movement Contribute ideas to your group and work cooperatively with others Develop own routine based on what has been learnt in lessons 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Hockey</p> <ul style="list-style-type: none"> Ball Familiarisation Passing Dribbling and turning Turning Shooting <p>Gymnastics</p> <ul style="list-style-type: none"> Travelling

<p>Badminton</p> <ul style="list-style-type: none"> • Demonstrate an underarm and flick serve • Play a forehand shot • Perform a rally with a partner • Return a ball that is fed to you <p>Orienteering</p> <ul style="list-style-type: none"> • Complete a basic orienteering course • Plan a basic course with help • Identify markers on the map 	<ul style="list-style-type: none"> • Shape • Unison • Flight • Balance • Counter tension • Rolls • Sequences <p>Badminton</p> <ul style="list-style-type: none"> • Introduce the Grip and ready position • Introduce the Overhead/Underarm Clear • Introduce the Drop shot • Introduce the Smash • Doubles and singles tactics <p>Orienteering</p> <ul style="list-style-type: none"> • What orienteering is • The names of some symbols on a map
<p>PSHE</p>	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Set success criteria so that I will know whether I have reached my goal. • Identify problems in the world that concern me and talk to other people about them. • Work with other people to make the world a better place. • Empathise with others who are suffering, or who are living in difficult situations. • Give praise and compliments to others, recognising their contributions and achievements. 	<p>– pupils will have the opportunity to develop their knowledge about:</p> <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Personal learning goals. • Self-motivation. • Discussing problems. • Helping to make a difference. • Recognising our achievements. <p>Healthy Me:</p>

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<ul style="list-style-type: none"> • Measure their own heart rate before and after exercise. • Design their own exercise regime. • Carry out different exercises correctly. • Recognise stress and the triggers which cause this. 	<ul style="list-style-type: none"> • Taking responsibility for health and wellbeing. • Drugs. • Exploitation. • Gangs. • Emotional & mental health. • Managing stress and pressure.
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Research holy scripture • To build understanding around books that are special to Judaism. • Demonstrate knowledge through extended written answers to given questions. 	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p>Judaism: Why are books special to Judaism?</p> <ul style="list-style-type: none"> • The Tenakh. • The importance of the Torah. • How and why Jewish people study. • Why books are special to Judaism. <p>Christianity: Do the messages from stories of Christianity have similarities?</p> <ul style="list-style-type: none"> • The story of Ruth and Naomi. • How the stories in the Bible are interlinked. • Daniel and the Lion's Den. • Modern religious persecution. • The term 'parable'. • Parables Jesus told his disciples. • Christian baptism. • The story of John the Baptist