

ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. ● Asking questions to improve their understanding ● Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. ● Predicting what might happen from details stated and implied. ● Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. ● Identifying how language, structure and presentation contribute to meaning. ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ● Distinguish between statements of fact and opinion ● Retrieve, record and present information from non-fiction. ● Provide reasoned justifications for their views. 	<p>Main Texts:</p> <p style="text-align: center;">Alice in Wonderland, Oliver Twist, The Lion, the Witch & the Wardrobe</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <p>The work during this half-term is grouped around the theme of friendships and relationships. In fiction, pupils will read and explore the language, character, setting and plot of traditional classical literature. In non-fiction, they write a biography based on one of the studied authors. In poetry, the theme of relationships continues with:</p> <p>Poetry: <i>The Tyger</i> - William Blake <i>The Lady of Shalott</i> - A L Tennyson <i>The Jabberwocky</i> - Lewis Carroll</p>
MATHS	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Ratio</u></p> <ul style="list-style-type: none"> ● 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 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Ratio</u></p> <ul style="list-style-type: none"> ● Ratio and fractions ● Scale drawings ● Scale factors ● Similar shapes ● Changing recipe quantities

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

Fractions, Decimals and Percentages

- 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

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

Fractions, Decimals and Percentages

- Decimal, fraction and percentage equivalents
- Percentages
- Ordering fractions, decimals and percentages
- Calculating percentages of an amount

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<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>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
SCIENCE	
<p>Pupils will have the opportunity to develop the following skills, working scientifically to:</p> <ul style="list-style-type: none"> ● learn the Linnaean system of classification and the uses of classification <ul style="list-style-type: none"> ● work scientifically to classify living things according to their own systems of classification ● analyse the success of systems of classification and application to the real world ● understand the role of microorganisms in real life contexts ● plan, conduct and evaluate experiments to develop understanding of microorganisms 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Content <ul style="list-style-type: none"> i. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ii. give reasons for classifying plants and animals based on specific characteristics ● Working scientifically

	<ul style="list-style-type: none"> ● i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● ii. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● iii. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● iv. using test results to make predictions to set up further comparative and fair tests ● v. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ● vi. identifying scientific evidence that has been used to support or refute ideas or arguments
<p>ART/DT</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Linkages and levers</p> <ul style="list-style-type: none"> ● To identify levers and linkages in the real world. ● To explain how a lever works. ● To explain how linkages create movement and how the direction can be changed. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Linkages and levers</p> <ul style="list-style-type: none"> ● identifying levers and linkages in the real world. ● How a lever works. ● Explain how linkages create movement ● Know how the direction can be changed.

- To create levers and linkages that move in different ways.
- To create a product that includes a lever with linkages.
- To design a product which follows the brief but also takes into account the research they undertake.
- To evaluate the effectiveness of the product by referring to the specification.

Myths and Legends

- 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.

- movement is created using different levers and linkages.
- create a product using linkages and levers
- How to design in DT
- Evaluate using specifications

Myths and Legends

- 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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Students will study Mythology, legends and storytelling in art.

COMPUTING

Pupils will have the opportunity to develop the following skills:

Webpage creation

- To create websites for a chosen purpose.
- To identify what makes a good web page

Pupils will have the opportunity to develop their knowledge about:

Information Technology:

- Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

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<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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> 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. ● Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.
<p>FOOD</p>	
<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 	<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

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<ul style="list-style-type: none"> ● using a needle carefully and correctly ● to evaluate their ideas and products against a given criteria. ● 	<ul style="list-style-type: none"> ● 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"> ● Interpret data from weather charts and satellite images ● Draw a climate graph ● Record weather data <p>- pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Locate places using longitude and latitude ● Locating distances between places on a map (scale) 	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p>How do climates and weather conditions vary around the world</p> <ul style="list-style-type: none"> ● Climate ● Areas of extreme temperature ● Extreme weather conditions – causes and consequences. <p>- pupils will have the opportunity to develop their knowledge about:</p> <p>Australia</p> <ul style="list-style-type: none"> ● Ecosystems in country ● Physical landforms Distribution of population ● Resources + development
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 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <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.

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<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 ● describing the weather ● using high numbers to describe temperatures 	<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
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Wider vocal techniques ● Singing as part of a group 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Keyboard instruments ● The church organ

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<ul style="list-style-type: none"> ● Singing with increasing confidence ● Identifying musical elements ● Describing parts of a musical score ● Performing on an electric keyboard using staff notation 	<ul style="list-style-type: none"> ● The German composer J.S Bach ● The opening of ‘Toccatina in D minor’ ● Staff notation ● Native American folk music ● Musical elements
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>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>	<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 ● 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

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<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"> ● 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
PSHE	
<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. ● 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. 	<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> <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>	<p>- pupils will have the opportunity to develop their knowledge about:</p>

<ul style="list-style-type: none"> ● Explain how religious beliefs can shape the lives of individuals and contribute to society. ● Explore the rituals and ceremonies which mark important points in life. ● Share their opinion or express their own belief with respect and tolerance for others. ● Explain why individuals and communities may have similar and differing values. ● Consider the links between stories, beliefs, teachings and other sources of wisdom. ● Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. 	<p>Hindus: Why do Hindus want to be good?</p> <ul style="list-style-type: none"> ● Name the main Hindu deities and symbols. ● Identify where Hindus worship. ● Retell one of the stories celebrated during a special Hindu festival. ● Explain how Hinduism was founded. ● Distinguish the similarities and differences between worshipping at a Mandir and at home. <p>pupils will have the opportunity to develop their knowledge about:</p> <p>Christians: What do Christians believe Jesus did to ‘save’ people?</p> <ul style="list-style-type: none"> ● To know how a Christian might use the Bible in their everyday life relating to Jesus ● Explain examples where he saved people. ● Some of the ways that Christians describe Jesus.
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PERFORMING ARTS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Listening actively and responding appropriately ● Gesture and posture ● Concentration and focus ● Teamwork ● Communication ● Oracy ● Movement ● Empathy and emotional intelligence 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The history of the circus ● A basic history of mime ● The moon landing ● Choreography ● Improvisation

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| <ul style="list-style-type: none">● Imagining and creating● A wide range of drama strategies● The art of mime● Improvisation● Memorising | |
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