Year 6 Spring 1 Curriculum Coverage

Subject	Coverage	What you can do to help
English	- We will be continuing our daily 'SPaG' (Spelling, Punctuation and Grammar) lessons each morning to learn and practise rules which we will then apply in our writing. - We will be covering a range of different writing genres this half term, including narrative and balanced argument. - We will begin reading our new novel 'The Girl of Ink and Stars' and will explore some Shakespeare through Macbeth. We will be answering different kinds of comprehension questions based on these books and will also use them as a stimulus for our writing.	- Support your child with their homework and ask them to explain e.g. the function of brackets or the difference between a main and subordinate clause to you as this will embed their own learning. - Encourage them to read at home, at school, the library, all over the place! Children who read a lot excel in other areas of the curriculum too. Ask them a variety of questions about the texts they are reading. - Please ensure children are regularly practising their spellings and being given lots of opportunities to read, write and say these words at home.
Maths	**NUMBER: Percentages** - Solving problems involving the calculation of percentages. - Recalling and using equivalences between simple fractions, decimals and percentages. **MEASUREMENT** - Solving problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places. - Using, reading, writing and converting between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. - Recognising that shapes with the same areas can have different perimeters and vice versa. - Recognising when it is possible to use formulae for area and volume of shapes. - Calculating the area of parallelograms and triangles. - Calculating, estimating and comparing the volume of cubes and	- Encourage regular use of the Times Tables Rockstars website. - Support your child in learning the **Key Instant Recall Facts (KIRFs).** We expect children to practise their KIRFs at least 3 times a week. A PowerPoint of ideas can be found on the Year 6 class page of our school website. • **To know the multiplication and division facts for all the times tables up to 12 x 12.** • **To identify common factors of a pair of numbers.** • **To convert between decimals, fractions and percentages.** • **To identify prime numbers up to 50.** The secret to success is practising little and often. Use time wisely. Can they practise these KIRFs while walking to school or during a car journey? They don't need to practise them all at once: perhaps they could have a fact of the day.

	cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3). **NUMBER: Algebra** - Using simple formulae. - Generating and describing linear number sequences. - Converting between miles and kilometres.	
Science	**EVOLUTION AND INHERITENCE** - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Explore some of the amazing animal adaptations evolution has led to in the UK: www.sciencemadesimple.co.uk > Curriculum > Biology > Animal Adaptations The children could create their own monster and see how it survives in the wild: www.bbscr.ac.uk
French	The children will be continuing their French lessons with Madame Taylor, from PHGS. These will cover a range of vocabulary, cultural information and opportunities to practise speaking and writing ion French.	If you don't speak French yourself, ask your child to teach you what they have been learning. Encourage them to practise their vocabulary. There are some great online websites to help them do this including: http://www.bbc.co.uk/schools/primarylanguages/french/
Geography	**Map work** - We will be using the 8 points of a compass and four-figure grid references to describe and follow directions. **Physical geography** - We will be studying rivers, mountains and the water cycle	When you are travelling to places, talk about where you are going and look at the sign posts together. If you are looking at a map, encourage your child to look with you and try to follow a route. Encourage your child to question and to find out the answers in different ways. Try to make use of the library in town or visits to places of interest in the local area.
PSHCE	**Dreams and Goals** The children will be exploring their own personal goals and setting Steps for Success in order to get there. They will be discussing problems in the world which concern them and ways in which they and the global community can make it a better place. They will also be	Talk to your child about who they admire and why? What would they like to do when they are older? How/what do they need to do to achieve this goal? Through your everyday conversations with your child, try to help them to understand why and how they can be

	encouraged to praise their peers as well as themselves in the achievements and contributions they make in life.	motivated to make a positive contribution to supporting others – this can be about school, home and all aspects of their lives.
PE	**Social Skills** Dynamic balance Counter balance in pairs - River crossing - Kabadi **Aerobics** Working in a team to develop and choreograph their own aerobics routines which they will then lead for others to follow.	When you and your child are doing an activity, particularly something physical, encourage them to take on organising the roles, the group and to be responsible for giving and receiving sensitive feedback to improve themselves and others.
RE	**Investigate the questions of meaning, purpose and value** What is compassion? The unit of work explores the theme of compassion. It investigates a range of religious teachings and how these are applied in practice. During the unit pupils also investigate different responses to conflict in the teachings of some religions. Pupils are asked to evaluate different responses and to consider the consequences of courses of action.	Talk to your children about your own experiences of religion and other people's religious practices that you know of – are there relatives or family friends of a different religious viewpoint that the children can talk to? Any way of making it real-life rather than just in lessons.