



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y6 Curriculum letter: Spring 2

Key learning this half term:

English	Maths
<p><u>Writing</u> This half term, we will return to non-fiction and produce non-chronological reports targeted at different audiences.</p> <p><u>Reading</u> In Spring 2, we will be focusing on different styles of retrieval questions and ensuring that we use our scanning abilities to find answers to these.</p> <p>Our class reader will be: Once (Morris Gleitzman)</p>	<p><u>Algebra</u>: Solving equations.</p> <p><u>Fractions, Decimals and Percentages</u>: Equivalence between FDP, ordering FDP, Calculating percentages of amounts.</p> <p><u>Shape, Space and Measure</u>:</p> <p>Co-ordinates, translation and reflection revision Statistics</p>



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We are also studying:

RESPECT	Pupils will know	Key vocab
Living in the wider world (SPRING)	<ul style="list-style-type: none">• what prejudice means• to differentiate between prejudice and discrimination• how to recognise acts of discrimination• strategies to safely respond to and challenge discrimination• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups• how stereotypes are perpetuated and how to challenge this• about the benefits of safe internet use e.g. learning, connecting and communicating• how and why images online might be manipulated, altered, or faked (next term)• how to recognise when images might have been altered (next term)• why people choose to communicate through social media and some of the risks and challenges of doing so• that social media sites have age restrictions and regulations for use• the reasons why some media and online content is not appropriate for children• how online content can be designed to manipulate people's emotions and encourage them to read or share things• about sharing things online, including rules and laws relating to this	Prejudice Discrimination Stereotypes Connect Communicate Manipulation Social media Fake news Restrictions Content Appropriate e-safety



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	<ul style="list-style-type: none"> • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	
RE	Pupils will:	Key vocab
<u>Christianity: What do Christians believe about Jesus' death and resurrection?</u>	<p>-explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels.</p> <p>-express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.</p> <p>-explain how festivals and seasons are celebrated, including Ascension and Pentecost.</p>	<p>Communion</p> <p>Crucifixion</p> <p>Easter</p> <p>Gospel</p> <p>Jesus</p> <p>Gospels</p> <p>Resurrection</p>



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<u>Science</u>	<u>Pupils will know</u>	<u>Key vocab</u>
<u>Light</u>	<p>-that light appears to travel in straight lines Through investigation, pupils prove that light travels in a straight line. They use mirrors and the idea of reflection to see objects around corners or behind cupboards.</p> <p>-that light may come directly from light sources or some light must be reflected from the object into our eyes in order for it to be seen (they can demonstrate this on diagrams) Through investigation, pupils deepen their understanding of how light reflects from a surface into the eye.</p> <p>-that shadows are the shape of the object because light travels in straight lines After recapping how shadows are formed, pupils investigate why some shadows are darker than others, referring to objects which are transparent, translucent and opaque.</p> <p>-the basic biology of an eye and can label: lens, iris, pupil and retina Pupils are introduced to the biology of the eye and how this helps us see objects. Pupils explore a variety of optical illusions and discuss the reflection of light 'tricking' the eye.</p>	<p>Light sources Shadows Transparent Translucent Opaque Lens Iris Pupil Retina Optical Optical Illusion</p>



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Design Technology	Pupils will:	Key Vocab
<u>Kapow: Playgrounds</u>	<ul style="list-style-type: none">-know that structures can be strengthened by manipulating materials and shapes.-understand what a 'footprint plan' is.-understand that in the real world, design can impact users in positive and negative ways.-know that a prototype is a cheap model to test a design idea.	<ul style="list-style-type: none">apparatusdesign criteriaequipmentplaygroundlandscape featurescladding
Computing	Pupils will be able:	Key Vocab
<u>Spreadsheets (Excel)- Purple Mash Unit 6.9 (SPRING)</u>	<ul style="list-style-type: none">-know what a spreadsheet looks like.-navigate and enter data into cells.-introduce some basic data formulae in Excel.-demonstrate how the use of Excel can save time and effort when performing calculations.-demonstrate how Excel can make complex data clear by manipulating the way it is presented-begin to create a variety of graphs in Excel.-begin to apply spreadsheet skills to solving problems.	<ul style="list-style-type: none">AreaCalculateCellCell referenceChartColumnDataEffectsFormatFormal(e)Function



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		Graph Model Spreadsheet Style Sum Table Workbook
History	Pupils will be able to	Key vocab
<u>What was the Impact of WW2 on the British People?</u>	identify the causes of WW2. place events on a timeline. evaluate how significant the causes were. identify the different phases of the Battle of Britain. compare the different strengths of the RAF and Luftwaffe. understand the feelings of the aircrew. describe the important details on a photograph. make inferences from a photograph. use inferences to make some deductions about the Blitz. identify the reasons for evacuation. make observations and inferences about how children thought and felt about evacuation. make inferences from a primary source. create my own primary source describing evacuation.	RAF Luftwaffe Battle of Britain Winston Churchill sorties Operation Sealion bomb aimer scramble the Blitz air raid shelter Anderson shelter blackout evacuation evacuee



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	<p>evaluate the reliability of a primary source. explain why women's roles changed. describe job roles fulfilled by women during WW2. research and present information. explain some push and pull factors for coming to Britain. describe some experiences of migrants to Britain.</p>	<p>gas mask host family identity tag propaganda ration book accuracy audience bias creator purpose</p>
French	Pupils will	Key vocab
<u>How to lead a Healthy Life</u>	<p>be able to explain how to lead a healthy life. They will be able to identify modal verbs to explain what we must do They will be able to recognise key infinitives to explain how to lead a healthy life They will be able to apply modal verbs and infinitives to explain how to lead a healthy life</p>	<p>il faut (you must) on doit (you have to) on pourrait (you could) on peut (you can) manger des légumes. (eat vegetables). manger de la fruit. (eat fruit).</p>



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		boire plus d'eau. (drink more water). faire de l'exercice. (do some exercise). dormir bien. (sleep well) aller à pied. (walk).
Music	Pupils will	Key vocab
<u>Charanga- You've Got a Friend</u>	<p>In this unit, the learning is focused around the song 'You've Got a Friend' by Carole King</p> <p>Listen and Appraise - the main tune and other supporting tunes</p> <p>Musical Activities - learn about the interrelated dimensions of music through</p> <ol style="list-style-type: none"> 1. Playing instruments 2. Improvising C. Performing and sharing 	texture solo vocal backing vocals, hook strings change in mood, structure added harmony vocal hook texture, vocal embellishments



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PE	Pupils will learn	Key vocab
<p><u>Indoor</u> Dance</p> <p><u>Outdoor</u> Tennis</p>	<p>Pupils will learn how to:</p> <ul style="list-style-type: none">- Recreate moves from existing versions of the haka.- Appreciate the customs of a different culture in more depth.- Flexibly use their body to create new dance moves.- Coordinate their limbs to create a ferocious war dance.- Move with other peers in unison.- Create own dance moves based on key principles of controlled ferocity and unity.- Work in partnership with others to create a unique war dance with the correct characteristics. <p>Pupils will learn how to:</p> <ul style="list-style-type: none">- Throw with accuracy and catch with a high level of skill- Hold a tennis racket effectively using a correct grip- Effectively hit a ball using both forehand and backhand- Accurately aim where a ball- Learn the rules of tennis and engage in short games of 1v1 tennis	<p>Culture Haka War dance Ancestors Unison / unity Consecutive Drop feed Hand feed Accuracy Rally Position Compete Grip Communicate Anticipate Umpire Speed Reaction Technique Precision Empathy</p>



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