



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 1

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class Reader: Murder Most Unlady-Like</p> <p><u>Reading</u> During Spring 1, we will be particularly focusing on using key words in questions to skim and scan the text to aid our retrieval of information.</p> <p><u>Writing</u> Working over the half term, we will be developing our use of dialogue, specifically using this to convey character and advance the action of our writing.</p>	<p><u>Ratio:</u> Using ratio language, solving problems involving ratio and proportion, scale drawings and scale factors.</p> <p><u>Algebra:</u> function machines, forming expressions, substitutions, using formulae</p> <p><u>Shape, Space and Measure-</u> Angles – types, drawing and measuring, angles within shapes and angle problem solving questions</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
Living in the Wider World	<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• how to recognise what is appropriate to share online• how to report inappropriate online content or contact	<ul style="list-style-type: none">PrejudiceDiscriminationStereotypesConnectCommunicateManipulationSocial mediaFake newsRestrictionsContentAppropriatee-safety



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RE	Pupils will know	Key Vocab
<u>What do different Hindu people believe about God?</u>	<p>This unit builds on knowledge children have already learnt about Hindu Dharma in KS1 and lower Key Stage 2. This unit of work focuses on Hindu belief in God and how Hindu people worship in different ways at home and in the Mandir.</p> <p>-how to identify similarities and differences in belief and worship in different traditions in Hindu Dharma and compare these to other beliefs.</p> <p>-that in each religion/worldview there are people who believe different things and practise in different ways</p> <p>-that there are a variety of reasons why some aspects have changed over time and why some have stayed the same.</p>	<p>Hindu, Brahman/Parmaatma, Aum, Mandir, Trimurti, Vedas, Avatar, Puja, Karma, Ahimsa, Aum, Lotus Flower, Deity, Murti, Moksha, Bindi, Atman</p>
Science	Pupils will know	Key Vocab
<u>Animals, including humans</u>	<p>This unit takes children through six lessons where they learn how to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on</p>	<p>Valves Ventricle Atrium Vessel circulatory system</p>



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the way their bodies function; and finally, they learn how to **describe the ways in which nutrients and water are transported within animals, including humans.**

microscope
capillary
vein
artery
blood
plasma
red / white blood cell platelet
diffusion
osmosis
absorb
concentration
nutrient
exercise
BPM - beats per minute heart rate
Pulse
Diet
Painkiller
Drug
Hallucinogen
Stimulant
Depressant



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<u>Art and Design</u>	<u>Pupils will:</u>	<u>Key Vocab</u>
Painting and Mixed Media (Artist Study) Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.	Understand a narrative and use descriptive language to tell a story. Suggest ideas for the meaning behind a picture. Identify different features within a painting and use the formal elements to describe it. Be creative and imaginative in finding their own meaning in a painting. Use their own art or personal experiences to justify their ideas. Read a picture well and see beyond the first glance, analysing and evaluating it successfully. Reflect on personal experiences to convey through their own piece of abstract art. Contribute to discussions to either the class, group or talk partner. Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.	abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate



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Computing	Pupils will	Key Vocab
Spreadsheets (Excel)- Purple Mash Unit 6.9	<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)FunctionGraphModelSpreadsheetStyleSumTableWorkbook



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Geography	Pupils will know	Key Vocab
Would you like to live in the desert?	<p>How to explain how humans have used desert environments.</p> <p>How to describe and understand the key aspects of a desert biome.</p> <p>Understand some of the impacts and causes of climate change.</p> <p>Describe some of the vegetation and wildlife found in desert environments.</p> <p>Describe and understand economic activity, in a desert biome.</p> <p>Describe the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understand the distribution of natural resources within a specific region or country studied.</p> <p>Recognise some of the geographical issues affecting people in different places and environments.</p> <p>Describe and explain how humans can impact the environment both positively and negatively, using examples.</p> <p>Use atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identify, analyse and ask questions about distributions and relationships between features using maps (e.g settlement distribution).</p>	<p>Arid, biome</p> <p>Climate, desert</p> <p>Rainfall, vegetation</p> <p>Weather, airstrip</p> <p>Barren, national park</p> <p>nature reserve</p> <p>sparse, mesa</p> <p>mushroom rock</p> <p>natural arch</p> <p>salt flat, sand dune</p> <p>lines of longitude</p> <p>military, mining</p> <p>Prime Meridian</p> <p>Ranching,</p> <p>recreational land</p> <p>renewable energy</p> <p>agriculture</p> <p>desertification</p> <p>drought, flash flood</p> <p>irrigation, climate</p> <p>comparison, land use</p> <p>settlement</p>



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French	Pupils will know	Key Vocab
<u>Free-time and the past</u>	<ul style="list-style-type: none">- How to describe free-time activities in French using past tense verbs.- How to apply past tense opinion phrases in French.- What an 'infinitive' verb is and how and use one to describe opinions.	Le weekend dernier (Last weekend) Le samedi dernier (Last Saturday) Le dimanche dernier (Last Sunday) Hier (Yesterday) j'ai joué (I played) j'ai fait (I did) J'ai aimé (I liked) J'ai adoré (I loved) Je n'ai pas aimé (I didn't like) J'ai détesté (I hated) Jouer (playing) Faire (doing)
Music	Pupils will-	Key Vocab
Charanga: Classroom Jazz 2 Jazz, improvisation and composition.	In this unit, the learning is called 'Classroom Jazz' and is based around two tunes: Bacharach Anorak and Meet The Blues. Listen and Appraise - the two main tunes and other supporting tunes Musical Activities - learn about the interrelated dimensions of music through	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo



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	1. Playing instruments 2. Improvising C. Performing and sharing	
<u>PE</u>	<u>Pupils will:</u>	<u>Key Vocab</u>
	<p><u>(Indoor)</u> Gymnastics – Utopia <i>At the specialist local centre with coaches, chn will learn to:</i> Control movement and techniques. Repeat a given sequence with control and timing. Create a sequence of linked moves which are in time with others.</p> <p><u>(Outdoor)</u> Orienteering</p> <ul style="list-style-type: none">- To be able to read a map using key features to orient oneself- To be able to read a key and understand that different objects are represented by different symbols- To be able to work as a team and move at speed to find objects and places on a map	<p>stretch balance round off roll grip</p> <p>Orient Symbol Key Geography Coordinate</p>



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	<p>-</p> <p><u>Swimming</u> <u>Aut – Y6, Spr -Y5, Sum 1- Y6, Sum 2 -Y5</u> <i>Usually no Y6 swimming in Spring term- to be confirmed following pool repairs (may split Spring term with Y5)</i></p> <p><u>Stage 5 – Angelfish</u> Perform a feet first scull for 5m. Scull and then log turn with a partner. Swim 10m backstroke, front crawl and breaststroke Perform a forwards somersault in the water Demonstrate how to signal for help.</p> <p><u>Stage 6 – Jellyfish</u> Push and Glide on my front and rotate onto my back. Push and Glide from my back and rotate onto my front. Swim 10m wearing clothes and perform shout out and signal rescue. Swim 10m front crawl and breaststroke efficiently Swim 10m dolphin leg kick Independently choose a stroke to swim 20m</p> <p><u>Stage 7 – Dolphin</u> Swim 20m backstroke, front crawl and breaststroke effectively.</p>	<p>Navigate</p> <p>Scull Turn Strokes Glide Push Rotate Surface</p>
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	<p>Swim 10m butterfly. Perform a sequence of sculling, rotating and floating Swim 50m using my own choice of stroke. Perform a surface dive Perform a breaststroke turn Swim on the pool floor for 5m</p>	
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