



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: Holes</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></p> <p>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 	Prejudice Discrimination Stereotypes Connect Communicate Manipulation Social media Fake news Restrictions Content Appropriate e-safety



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RE	Pupils will know	Key Vocab
<u>How do Jewish people remember Kings and Prophets in worship & life?</u>	<p>-how Jewish people live and celebrate their faith today</p> <p>- what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live.</p>	<p>Hebrew</p> <p>covenant</p> <p>Torah</p> <p>Sabbath/Shabbat</p> <p>Seder</p> <p>Synagogue</p> <p>Purim</p> <p>Rosh Hashanah</p>



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Electricity</u>	<p>-how to draw circuit diagrams using correct symbols -that adding more cells to a complete circuit will make bulbs brighter, motors spin faster or buzzers louder -that the above also happens if you use a battery with a higher voltage -that adding more bulbs to a circuit will make bulbs dimmer (also motors slower and buzzers quieter) -that a break in a circuit (e.g. turning off a switch) stops the electricity from flowing and therefore the circuit will not work -to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Pupils carry out their own investigation to answer the questions: How does the number of batteries affect the brightness of a bulb? How does the number of bulbs affect the brightness of the original bulb? How does the length of wire affect the brightness of a bulb? They will compare and give reasons for variations on how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Pupils will look at a variety of different circuits and, using their knowledge of symbols, identify which circuits would not work. They explain the fault and identify how the circuit could be repaired. Pupils will use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Circuit Circuit diagram Cell Battery Bulbs Buzzer Motor Volts voltage Amps Wire Insulator Conductor Switch Brightness Symbol</p>



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	Throughout all investigations and experiments, pupils draw their own circuits using recognised symbols for each component when drawing a simple circuit. The symbols the pupils know and use are: wire, bulb, single cell (battery), double cell (battery), buzzer and switch.	
<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



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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.	thought-provoking translate Area Calculate Cell Cell reference Chart Column Data Effects Format Formal(e) Function Graph Model Spreadsheet Style Sum Table Workbook



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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>



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		drought, flash flood irrigation, climate comparison, land use settlement
French	Pupils will know	Key Vocab
The Body and Illnesses	How to name various parts of the body and describe a variety of illnesses and injuries. How to recognise modal verbs when used with advice given by a doctor to remedy the illness/injury.	J'ai mal (I have pain) Je me suis cassé (I have broken) Il faut (you must) Tu devrais (you should) Tu dois (you have to) Le corps (the body) Les maladies (illnesses) Aux dents (in my teeth) Au dos in (my back) A la gorge (in my throat) A l'oreille (in my ear) A la tete (in my head) Au ventre (in my stomach) Le bras (my arm) Le doigt (my finger)



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		La Jambe (my leg)
Music	Pupils will-	Key Vocab
Charanga: Classroom Jazz 2 Jazz, improvisation and composition.	In this unit, the learning is focused 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 1. Playing instruments 2. Improvising C. Performing and sharing	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo
PE	Pupils will know	Key Vocab
(Indoor) Teambuilding Games (Outdoor) Skipping Swimming	Key skills to be learnt will be how to: <ul style="list-style-type: none"> - Communicate effectively as part of a team (including listening to the ideas of others and being confident in one's own ideas) - Problem solve and be creative when working on a difficult task - Persevere despite failure - Improve levels of flexibility Key skills to be learnt and practised will be:	rotation straddle coordination coordinate stamina fitness



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No Y6 Swimming this
Term

- Stamina and increased levels of cardiovascular fitness produced through continuous skipping
- Development of hand-eye coordination associated with different skipping manoeuvres
- Development of perseverance despite failure