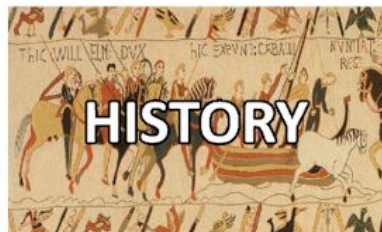
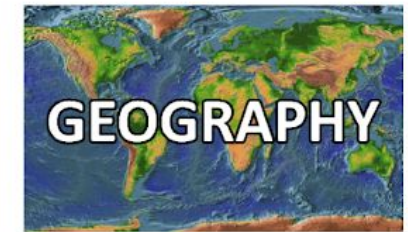
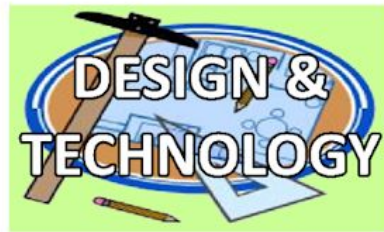
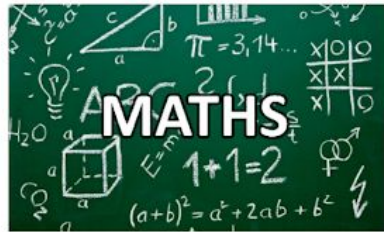
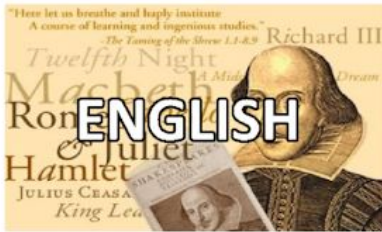




Corbridge Middle School



Year 6 Spring Curriculum

Curriculum Intent - Whole School

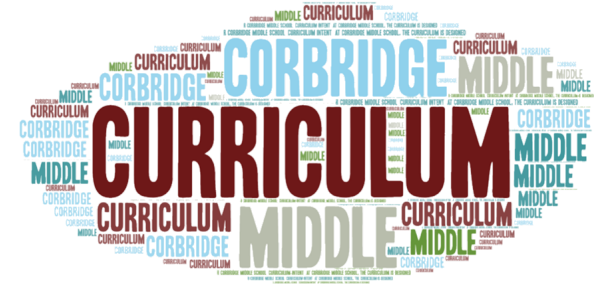
At Corbridge Middle School, the curriculum is designed so that our pupils strive to be **successful learners**, who enjoy learning, make progress and achieve; **confident individuals** who are able to live safe, healthy and fulfilling lives; and **responsible citizens** who make a positive contribution to society.

Children are at the heart of everything we do and every child is recognised as a unique individual. We welcome and celebrate differences within our school community and across the wider world. We encourage pupils to embrace reading; reading widely, to develop the skill of reading fluently and with expression. The curriculum, intertwined with knowledge and skill, is underpinned by our four key values: **respect, care, responsibility** and **resilience**. Each value is immersed within subject areas and pupils show good awareness of the values through their learning, behaviour and the choices that they make.

Opportunities to be creative and enhance and engage in learning, as well as to celebrate our locality, are firmly embedded across our curriculum, as we believe that the four years that pupils spend with us should be a fulfilling, investigative and enquiring time in their lives where curiosity is boundless, providing them with opportunities to light their fire with the new experiences, new skills and knowledge that they will need to succeed in the workplace today and in the future.

We are clear and consistent about the need for great behaviour for learning and we use this to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

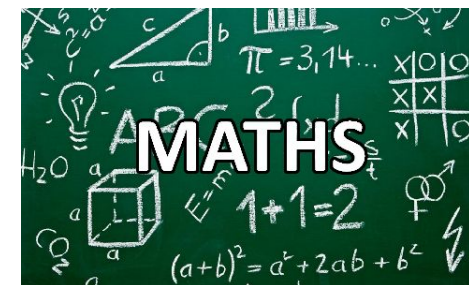
Children leave Corbridge Middle School resilient, independent and reflective learners who achieve well academically, socially and personally and are fully prepared for the future on a rapidly changing planet.





ENGLISH – YEAR 6	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Read whole novels which are structured in different ways and are of different genres ● Check understanding of texts through discussion and exploration of the meaning of words in context ● Identify and discuss themes and conventions in and across a wide range of writing ● Ask questions to improve understanding of a text ● Increase familiarity with a wide range of books and books from other cultures and traditions ● Make predictions what might happen from details stated and implied ● Challenge the views of others courteously ● Use a dictionary and a thesaurus efficiently ● Understand how words can be built from root words ● Review their writing, identify strengths and areas for development for future writing ● Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing ● Assess the effectiveness of their writing against the context and purpose 	<p>The Lion, The Witch and The Wardrobe by C.S. Lewis - pupils will have the opportunity to develop their knowledge of:</p> <ul style="list-style-type: none"> ● How to write for a wide range of purposes and audiences ● How a narrative is structured for effect ● How to use dialogue to advance the action in a narrative and accurately punctuate speech ● How a newspaper reports events ● A wide range of promotional material and its effects on the reader ● Reviews for a range of purposes ● The biographies and background of authors and poets and why they are important ● How to use grammatical structures that are appropriate to the writing ● How to use a range of devices to build cohesion in their writing ● The ways in which an author crafts their writing and how to use what they have read to produce their own texts ● The grammar and vocabulary requirements of the KS2 curriculum

<ul style="list-style-type: none">● Use what they have read, seen and listened to when considering what to write● Identify the audience and purpose of different writing● Write longer passages● Structure and organise writing in a variety of ways● Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience.	<p>Through studying vocabulary & grammar this year, pupils will develop and consolidate their knowledge about:</p> <ul style="list-style-type: none">● Using the full range of taught punctuation accurately and for effect● Marking independent clauses by using a dash accurately● Accurately using a colon and semi-colon● Using inverted commas to demarcate speech correctly● Identifying and using a relative clause● Clarifying meaning or avoiding ambiguity by using commas and parenthesis
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MATHS – YEAR 6	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <p>Number: Decimals</p> <ul style="list-style-type: none"> ● Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. ● Multiply one-digit numbers with up to 2 decimal places by whole numbers. ● Use written division methods in cases where the answer has up to 2 decimal places. ● Solve problems which require answers to be rounded to specified degrees of accuracy. <p>Number: Percentages</p> <ul style="list-style-type: none"> ● Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. ● Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. <p>Number: Algebra</p> <ul style="list-style-type: none"> ● Use simple formulae ● Generate and describe linear number sequences. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Number (Decimals) - strategies for multiplying and dividing decimals by whole numbers; strategies for calculating percentages</p> <p>Number (Algebra) - understand the concept of algebra; know how to find missing values using algebra</p> <p>Measurement (Converting Units) - measurements of length, mass, volume and time</p>

- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Measurement Converting Units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert 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.
- Convert between miles and kilometres.

Measurement: Perimeter, Area and Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)

Number: Ratio

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measurement (Perimeter, Area and Volume) - know how to use formulae for finding area (rectangles, triangles and parallelograms) and volume

Number (Ratio) - understand and use ratio with numbers and with scale factors for shape.



SCIENCE – YEAR 6	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills; Continue building on the Year 5 Working Scientifically skills for KS2 and include:</p> <ul style="list-style-type: none"> ● Ask questions and develop lines of enquiry based on observations. ● Make predictions using scientific knowledge and understanding. ● Plan and design investigations and experiments to make observations and test predictions. ● Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. ● Use classification keys. ● Select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely. ● Make and record observations and measurements using a range of methods for different investigations. ● Evaluate the reliability of methods and suggest possible improvements. ● Present observations and data using appropriate methods, including tables and graphs. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Light</p> <ul style="list-style-type: none"> ● Recognise that light appears to travel in straight lines ● Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ● Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ● Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Electricity</p> <ul style="list-style-type: none"> ● Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (only for series circuits) ● Use recognised symbols when representing a simple circuit in a diagram.

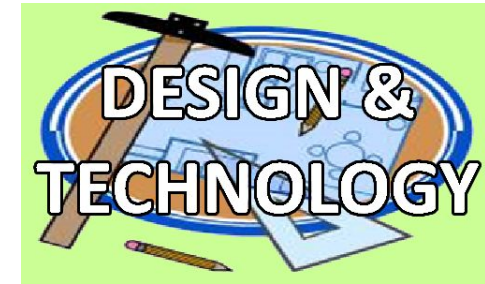


ART – YEAR 6	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Accurately produce work in the style of artists and movements ● Evaluate own work, visually adapting and improving work ● Identify primary, secondary and tertiary colours and explain how to mix them, and describe complementary and harmonious colours ● Research facts about an artist 	<p>Escher Tessellations – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to add colour neatly and with some skill ● Tessellating shapes ● Drawing accurately from observation using shape, tone and texture ● Using watercolour paints ● Blending and shading ● How to produce detailed line drawings



COMPUTING – YEAR 6	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● identifying messages about gender roles in two online activity zones for children ● recognising patterns and relationships in a spreadsheet model when presented as a graph or chart ● testing predictions using a spreadsheet model ● how to pick up a value from another cell reference 	<p>Digital Literacy and WAC – students will have the opportunity to develop their knowledge about: Develop self-awareness by reflecting critically on their behaviour and its impact on others Awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</p> <p>Privacy Rules - students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Pupils learn that children’s websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval. <p>What’s CyberBullying - students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. <p>Information Technology - students will have the opportunity to develop their knowledge about:</p>

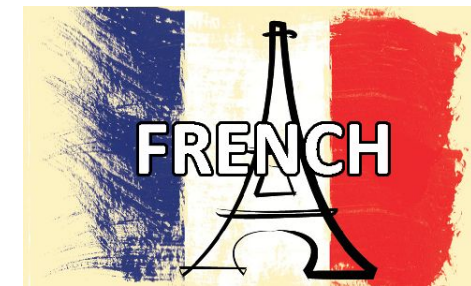
	<p>School 360 Children use School 360 in order to complete computing work electronically culminating in an online digital assessment.</p> <p>Spreadsheets and Databases - students will have the opportunity to develop their knowledge about: Know how to describe features of a spreadsheet - What the terms: cell, value, label and formula mean. Shopping list for Hogwalk's School. Hogwalk's Houses – learn how to SHOW formulas on a spreadsheet, create an ADVANCED formula to perform calculations, use correct vocabulary to explain what and how formulas work Concocting Spells - printout of spreadsheet - use a spreadsheet to model different scenarios, understand why modelling is a useful activity, Stationery Shop – Task sheet with hand written plan Hogwalks Tests - Understand why all charts should have titles and label axis, identify <i>why</i> it is essential to highlight the whole table when sorting data.</p>
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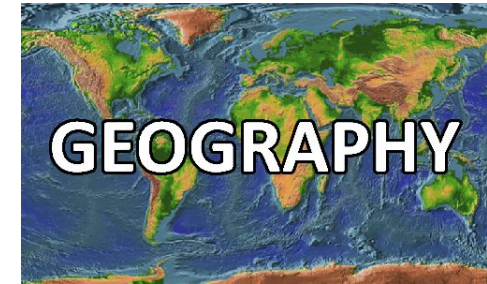
DT – YEAR 6	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Produce annotated sketches, prototypes and exploded diagrams. ● Research into styles of lettering and how graffiti is used. ● Understand the basics of one-point and two-point perspective drawing 	<p>Graffiti – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Apply colour effectively showing a good level of skill ● Cut and assemble card with accuracy ● freestyle drawing ● Select and use a range of tools with some accuracy ● Use a range of materials and show an understanding of their functions



FOOD STUDIES – YEAR 6	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Select from and use a wide range of tools and equipment to perform practical tasks ● Use knowledge of ingredients to adapt recipes ● Prepare some simple recipes including healthy salads ● Evaluate their ideas and products against their own design criteria ● The safe use of a knife 	<p>Introduction to Food – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to work safely and hygienically with food ● The names of some basic equipment ● A healthy diet using the Eatwell Guide



FRENCH – YEAR 6	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Understanding the main points and some detail from a short, spoken passage ● Understanding simple questions and respond to them appropriately ● Ask and answer simple questions using short sentences ● Recognise the 1st,2nd,3rd, person singular of some common verbs in the present tense ● Recognise whether nouns are singular or plural including some irregular plurals ● Write a few simple sentences from memory to describe a place, person or thing ● Use the correct article to match the gender of the noun 	<p>Sports & Hobbies – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Names of the different parts of the body ● Correct terms for the sports and hobbies they enjoy <p>Grammar – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● 1st,2nd,3rd person singular of irregular verbs AVOIR and ETRE (consolidation) ● 1st,2nd,3rd person singular of the some regular verbs ie. JOUER ● 1st,2nd,3rd person singular of the irregular verb FAIRE ● Simple question forms of high frequency verbs



GEOGRAPHY – YEAR 6	
SPRING TERM	
<p>Subject Skills</p> <p>Geography</p> <ul style="list-style-type: none"> ● locate places studied ● understand the effect that physical features can have on the environment ● understand how some key physical processes are responsible for the resulting landscape feature ● describe hazards from physical environments and ways in which we try to manage them e.g. floods in low-lying regions. ● use physical and political maps to describe key physical and human characteristics of regions 	<p>Subject Knowledge</p> <p>Geography - Rivers</p> <p>A study into the journey of rivers, their uses, features and effect on the environment. Revisiting the water cycle to find out how rivers are formed, why rivers are important and their uses. Including a field work visit to understand our environment and human activities of the Tyne. Investigating issues such as pollution and the use of SUDs to reduce effects of flooding.</p>



HISTORY – YEAR 6	
SPRING TERM	
<p>Subject Skills – History</p> <ul style="list-style-type: none"> ● explain how and why it is possible to have different interpretations of the same event. ● comment with confidence on the value of a range of different types of sources for enquiries. ● make appropriate use of dates and terms. ● beginning to select and organise information to produce structured work. 	<p>Subject Knowledge - History - The Unification of Britain We look at how England changes after the Romans left before discovering about the Viking and Anglo-Saxon struggle for the kingdom of England. We explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting led eventually to England becoming a unified country which ultimately led to the kingdom of England we know today. The Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country.</p> <ul style="list-style-type: none"> ● where the Anglo-Saxons and Vikings came from. ● In-depth analysis of Alfred the Great and his laws. ● how Danelaw was introduced and how they fought for territory and power. ● how their fighting ultimately led to the kingdom of England we know today.



MUSIC – YEAR 6	
<p>SPRING TERM</p>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> ● Perform in a group keeping my own part going ● To perform from simple notation ● To perform with a sense of accuracy using musical elements ● To perform confidently and accurately in a range of different situations with greater awareness of musical elements <p><u>Listening & Appraising:</u></p> <ul style="list-style-type: none"> ● To listen to music and answers questions about it ● To suggest improvements to my own and other peoples' work# ● To describe, compare and evaluate music using the correct vocabulary ● To talk about music from a range of contexts using the musical elements accurately 	<p>Concert Prep – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Strategies for how to produce an effective performance ● How to compare performances – including knowing the correct terminology (10 musical elements) <p>Music Theory – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Recap and build on the skills acquired from Year 5 in relation to note reading. ● Recapping the previous year's knowledge of names of notes, and remembering the correct values and expanding these to include higher level vocabulary ● Recapping the previous year's knowledge of pitches of notes and knowing where to locate these on the musical staff and on the keyboard and expanding on this to include bass clef, or leger lines



PE – YEAR 6	
SPRING TERM	
<p>Gymnastics - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Perform a variety of balances ● Perform a variety of rolls ● Create a basic floor routine with help <p>Volleyball - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Perform a volley on your own and with a partner ● Perform a volley in a game situation ● Throw the ball over the net to serve <p>Netball – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Demonstrate understanding of the footwork rule ● Demonstrate the chest pass with some control ● Catch a ball ● Be able to get free when being marked <p>Rugby - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Demonstrate a tag tackle in a game ● Pass the ball backwards to a teammate 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Why a warm up is important ● What a ‘balance’ is ● Different types of rolls <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● how a game of volleyball works and how it is scored <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● What footwork means ● How a game of netball works <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Which way you run and which way you pass ● How a game of tag rugby works <p>Pupils will have the opportunity to develop their knowledge about:</p>

<ul style="list-style-type: none"> ● Catch a pass from a team mate ● Run with the ball in 2 hands <p>OAA - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Complete a basic orienteering course ● Plan a basic course with help ● Identify markers in front of me on the map 	<ul style="list-style-type: none"> ● What orienteering is ● The names of some symbols on a map
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<p>PSHE – YEAR 6</p>	
<p>SPRING TERM</p>	
<p>Dreams and Goals – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● how to motivate themselves and set success criteria so that they will know whether they have reached their goal ● complimenting other people and recognising their contributions and achievements <p>Healthy Me – pupils will have the opportunity to develop the following skills:</p>	<p>Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● their own personal learning strengths and why it is important to stretch the boundaries of their own current learning ● problems in the world that concern them and be able to talk to other people about them ● people who are suffering or who are living in difficult situations ● some of the ways in which they can work with other people to help make the world a better place <p>Healthy Me – pupils will have the opportunity to develop their knowledge about:</p>

<ul style="list-style-type: none"> ● emergency aid procedures and know how to get help in emergency situations ● knowing when they feel stressed and the triggers that cause this 	<ul style="list-style-type: none"> ● the impact of food on the body, eg, creating energy, giving comfort and altering mood ● different types of drugs and their uses and their effects on the body particularly the liver and heart ● when alcohol is being used responsibly, anti-socially or being misused ● what it means to be emotionally well and will explore people's attitudes towards mental health/illness ● how stress can cause alcohol misuse
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RE – YEAR 6	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Describe the impact of beliefs and practices on individuals, groups and communities ● Ask relevant questions and comment on issues raised in response to learning ● Gather, select and organise information using a range of sources 	<p>Stewardship – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● what 'Stewardship' means to them and how it impacts their life in and out of school ● the message and significance behind Noah's Ark and the Christian message: ' God took the man and put him in the

<ul style="list-style-type: none">● Respond to issues raised and relate some of them to aspects of my own life● Describe how people can inspire and make a positive difference to the lives of others● Use key religious vocabulary to describe features of religions● Express opinions and contribute to class discussion responding or adding to the views of others● Explain why people have beliefs and why we learn about different faiths and cultures● Organise and present my work using a range of different styles● Describe in detail how people celebrate different religious practices● Describe similarities and differences within and between religions and beliefs	<p>Garden of Eden to work it and take care of it.’ from Genesis 2:15.</p> <ul style="list-style-type: none">● Eagle Brother Sister Sky● the negative human impact on the environment and look at the solutions that can be put in place to improve the world.● an issue that man has done negatively to the world and research: the problem, the impact, how it can be made better and include personal response and own actions. <p>Rules for Living – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none">● a ‘rule’ and its potential impact● 5Ks and what they mean to Sikhs and why sometimes wearing a reminder strengthens behaviour● Buddhists rules for living and their precepts● the belief of the Ten Commandments for both Judaism and Christianity from the Bible and tell the story of Moses receiving the tablets of the Law on Mt Sinai● different rules to different faiths such as the Five Pillars of Islam and discuss similarities and differences● ethical beliefs - Humanists, and that they believe strongly in individual responsibility, social cooperation and mutual respect
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