



# Busbridge C of E Junior School - Curriculum Information Year 6 2020-21

## **Homework: All homework will be set on the VLE this year due to COVID**

Monday – An English task will be set on a Monday. This may include a spelling activity or a reading activity. This should be completed by Wednesday.

Tuesday – A Maths task will be set on Tuesdays. This should be completed by Thursday.

Wednesday – Homework will be linked to a topic area in Science, History or Geography, this may include some research on recommended websites. This should be completed by Friday.

Thursday – Reading homework. This may be time to enjoy a book with an adult or some as well as some independent reading.

**PE Days:** Monday is indoor PE, Thursday is outdoor PE. For outdoor PE in the winter months, please can you ensure that your child has a tracksuit.

On PE days, PE kits can be worn into school by the children and they will not need to bring their uniform.

## **Planned trips:**

**Autumn term** –Haslemere Museum TBC, Bikeability

**Spring term** – Godalming Museum

**Summer Term** – Dapdune Wharf

|         | Autumn  | Spring   | Summer  |
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| English | <p><b>Narrative:</b> 'Wonder' by R J Palacio, diary, inference and deduction, predicting storylines; 'The Hobbit' by J R Tolkien, descriptive language, expanded noun phrases, speech, creating mood and atmosphere, adapting sentence structure and punctuation for impact.</p> <p><b>Poetry:</b> Figurative language, structure, vocabulary.</p> <p><b>Journalistic writing:</b> summarising texts, parenthesis, structure and style, language choices.</p> <p><b>Play scripts:</b> Developing stage directions and characterisation through the choice of speech.</p> <p><b>Reading:</b> To continue reading for understanding; to explain, summarise and comment on reading using journals.</p> | <p><b>Drama:</b> Explore Shakespeare's Macbeth. Investigate different ways of writing dialogue including playscript layout and the use of informal language. Using Macbeth as a stimulus for journalistic reporting (newspapers).</p> <p><b>Narrative:</b> Unpick the story of Friend or Foe. Identify features of the style of historical fiction. Use flashbacks. Comprehension. James Bond script and story-telling. Use of a range of grammatical devices for dramatic effect. E.g. embedded clauses, short sentence for impact.</p> <p><b>Argument and Debate:</b> Identify features of argument texts and discuss differences between facts and opinions. Learn how to present opinions as if they were facts. Study formal and informal speech. Research for and hold a class debate. Write and edit their own argument text.</p> <p><b>Biographies:</b> Investigate life stories of famous people (Nelson Mandela). Develop questioning skills to research</p> | <p><b>Narrative:</b> 'Holes' by Louis Sachar. Using real and imaginary events; about the use of official language &amp; formal writing and when it is appropriate; to develop story starters and endings. Developing depth to our descriptions in stories; characterisation (show not tell).</p> <p><b>Grammar:</b> Clauses, speech, active/passive, subordinating and coordinating conjunctions, alliteration; metaphors, sentence openers; using a variety of punctuation; modal verbs; different tenses i.e. past simple, continuous and perfect etc. <i>ongoing</i></p> <p><b>Reading:</b> To continue reading for understanding; to explain, summarise and comment on reading using journals.</p> <p><b>Play scripts:</b> Developing further stage directions and characterisation through the choice of speech.</p> <p><b>SATS revision and practice:</b> Comprehensions, Spelling Punctuation and Grammar.</p> |



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|                  |  | and write a biography of a family member. Write autobiographical passages.<br><b>SATS revision and practice.</b> Comprehensions, Spelling Punctuation and Grammar.   |  |
| <b>Maths</b>     | Place value, ordering and rounding; properties of numbers and number sequences; fractions, decimals, percentages, ratio; mental calculation strategies; written methods; checking results; solving problems; handling data; measures; shape and space. | Place value and negative numbers; mental addition and subtraction; order of operations; decimal place value, adding and subtracting decimals; co-ordinates, statistics and measure; mental calculation strategies (x and ÷); written calculation strategies (x and ÷); fractions, percentages and statistics; algebra; multiplication and division of fractions; area, perimeter and volume; shape, ratio and percentage.  | The initial focus will be a revision of all topics covered in preparation for the SATs. We will then be learning about: problem solving; pattern finding and prediction; working with larger numbers; rounding and estimating in real life scenarios.  |
| <b>Science</b>   | <b>Evolution and inheritance:</b> fossils, plant and animal adaptation, habitats.<br>Light: sources, reflection, refraction, shadows, sight.   | <b>Animals including humans.</b><br>The human circulatory system.<br>Living things and their habitats.   | <b>Electricity:</b> simple circuits, series and parallel circuits and their application. After half term the children will develop their investigation skills across a range of themes.  |
| <b>History</b>   | <b>Ancient Egypt:</b> exploring life in Ancient Egypt including: hieroglyphics, the after-life, mummification, hierarchy, geography (The Nile), Tutankhamun.   | <b>Godalming.</b> The topic will involve looking at and using maps to identify physical features over time and changes to land use; changes over time in housing and life style and for generating ideas about improving Godalming. How natural and human influences have shaped our locality. We will be looking at local and national events and assessing their impact on Godalming. The children will also be asked to look forward and predict what the future might be like. |  |
| <b>Geography</b> |  |  | <b>Rivers:</b> looking at river systems; rivers of UK/Europe & the world; flooding & prevention; river features, uses of rivers and map work<br><b>Mountains:</b> identifying mountain regions around the world and features of a mountain region; investigating weather systems in mountain regions; investigating the impact and effects of tourism in mountain regions. |
| <b>RE</b>        | How is God Three – <u>and</u> One?<br>What helps Hindus worship?<br>What do the Gospels say about the birth of Jesus?  | Who did Jesus say he was? (The 7 'I am' statements.)<br>What does the Bible say about relationships.   | What is the Buddhist way of life?<br>What can we learn about the Christian faith from the Chronicles of Narnia?  |



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|                           |  | Adam, Eve, Christmas & Easter - what are the connections?   | What does the Bible say about moving on? (linked to Leavers Service at Guildford Cathedral)  |
| <b>PE – Outdoor games</b> | <b>Hockey:</b> passing and catching, tactics.<br><b>Basketball:</b> passing, dribbling and tactics.  | <b>Football:</b> passing, dribbling and tactics.<br><b>Tennis:</b> ball control, serving, mini matches  | <b>Athletics:</b> The children will develop athletic skills and develop sense of pace and stamina<br><b>Rounders and Cricket:</b> develop skills of striking and fielding and tactics                |
| <b>PE – Indoor</b>        | <b>Dance:</b> rhythm, balance, timing, individual and group work.<br><b>Gymnastics:</b> body tension and balance.  | <b>Dance:</b> rhythm, balance, timing, individual and group work.   | <b>Gymnastics:</b> creating sequences in gymnastics using a variety of stimuli.  |
| <b>Art</b>                | <b>Egyptian Death Masks:</b> Investigating Egyptian Death Masks and developing brushwork skills.   | <b>Art Picasso:</b> Investigating and creating collages in his style.   | <b>Pop Art:</b> Developing knowledge and appreciation of Pop Art and the motivations behind various works as well as prominent artists.  |
| <b>Music</b>              | <b>Composition (Djembe drums):</b> Children will develop their drumming skills. We will explore the musical features of the piece such as rhythm, pitch, harmony and pitch. Additionally we will engage numerous musical skills (rhythm, pulse, pitch) | <b>Jazz Music:</b> Exploring and appraising jazz music and looking at music from notable composers such as Burt Bacharach. We will explore the musical features of jazz such as rhythm, pitch harmony and pitch. Children will create a silent movie sound track to demonstrate their learning. | <b>Performance:</b> The children will learn to sing Pharrell Williams' version of 'Happy'. The children will perform rhythmic patterns developing an understanding of tempo.                         |
| <b>Computing</b>          | <b>Programming:</b> Using Kodu to develop programming skills and fix errors in our programs.<br><b>Data Handling:</b> Develop skills in using XL to solve data problems and record data.   | <b>Programming:</b> Using scratch to develop programming including variables.<br><b>App Development:</b> Design and develop an app to meet a target audience/need.  | <b>Video and Audio:</b> Children will record and edit video and sound.<br><b>Review:</b> The children will revise programs and skills learned in Y5 and Y6.  |
| <b>DT</b>                 | <b>Bridge building project:</b> How the features of a bridge are designed to make it stable. Sawing, hammering and joining techniques.   | <b>Cooking:</b> Children will make healthy meal using a range of cooking skills. They will develop their understanding of a healthy diet.   | <b>Electrical Devices:</b> How a vehicle moves using wheels, axles and motors. The children will use tools safely and accurately, selecting appropriate tools, materials, components and techniques. |
| <b>PSCHE</b>              | <b>Relationships:</b> Children will look at what makes a healthy family relationship and friend. They will develop their understanding of how they   | Rights of a child: Children will look at the rights they have set out by the UN.<br><br><b>Online Safety and bullying:</b> How to stay safe online, what  | <b>Transitions:</b> Children will look at their move to secondary school, peer pressure, making friends and building relationships.  |



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|            | can deal with things like peer pressure and falling out.<br><br><b>Consent:</b> This will explore online consent and the concept of permission-seeking. | bullying is and how to challenge bullying behaviour.                                      | <b>Young Carers:</b> Children will look at the challenges faced by some people and the positive impact those children can have.<br><br><b>Relationships and Sex Education.</b> |
| <b>MFL</b> | <b>Notre Ecole:</b> Our School and classroom routines.  | <b>Rooms in the house:</b> Naming and describing rooms including the use of prepositions. | <b>French café:</b> Ordering food. Revising the areas we have covered in French throughout the year.   |

**Ways in which you can help your child:**

Reading with your child as often as possible! This can be you modelling good reading habits to them, giving children the opportunity to read and discuss a text with you or simply a time to enjoy some good quality time together reading for pleasure. Helping your child to develop good homework habits is invaluable at this stage in their education. Setting aside a regular time for homework, encouraging children to 'have a go' at their work independently but also being there to support them when needed.

**Teacher contact details:**

**Please copy in admin as we may not see your message during the working day as we are teaching.**

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