



# Alexandra Primary School

*Friendship • Determination • Excellence • Respect • Courage • Equality • Inspiration*

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# Curriculum Overview

- Core subjects → specific sessions focusing on comprehension skills, grammar and arithmetic.
- Science → evolution & inheritance and the human circulatory system.
- History and Geography → The River Thames over time.
- Outdoor PE – Thursday afternoon → PE t-shirt, shorts, jumper, tracksuit bottoms and outdoor trainers.
- Indoor PE – Friday afternoon → PE t-shirt, shorts and trainers.
- Art, DT, computing, RE, Spanish, PSHCE & music all taught individually throughout the term.

# Curriculum Overview

Year 6 Curriculum Overview						
	AUTUMN		SPRING		SUMMER	
THEME narrative	THEME The Age of Invention		THEME The Thames over time		THEME War and espionage	
English key texts	Street Child Varmints	Just So	Love that dog	The Last Wild	Rose Blanche	Goodnight Mr Tom (tbc)
Maths	Number & place value Addition, subtraction, multiplication and division.	Fractions Geometry, position and direction.	Number- decimals Percentages Algebra	Measurement- converting units, Perimeter, area and volume Number - ratio	Geometry properties of shape. Problem solving	Statistics
National Curriculum Science Units	Living things and their habitats including classification	Evolution and inheritance The work of Charles Darwin	Human science Circulatory system	Circuits	Light Electricity	
History/Historical enquiry	Victorian Britain, dark era or golden age?		The importance of the River Thames over time and its impact on London's history.		Why was World War II a global conflict? Was World War II purely won and lost on the battlefield?	
Geography	Locational knowledge of The British Empire – countries & continents.		Physical features of a river, their formation and location in the UK The River Thames' impact on human geography		World War – locational knowledge including key territories, cities and battles.	
Computing	E-Safety	Scratch programming	Scratch programming	Spreadsheets	E-safety	
RE	What is the best way for a Muslim to show commitment to God.	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	
PSHE	Jigsaw- Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me Transition trips
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Production
PE	Tag rugby Gymnastics	Hockey Dance	Volleyball Gymnastics	Badminton Dance	Rounders Gymnastics	Athletics Gymnastics
ART	William Morris artist study			Mark Heard collage	Perspective drawing	
DT		Victorian machinery or inventions.		Food technology		STEM workshops

# Curriculum Topics

- The River Thames over time
- Evolution & inheritance
- The human circulatory system
- Programming and excel
- Dreams & goals and keeping ourselves healthy
- Junior citizen
- Questioning whether anything is eternal and considering Christianity 2000 years after the death of Jesus
- Collage techniques and the work of Mark Hearld

# Curriculum Learning Map



## Year 6 Spring Term The Thames over time



**As Language Specialists** we will be reading 'Love That Dog' - a powerful narrative poem told through the eyes of a young boy who hates writing poetry. Designed to help children understand the process of learning, readers will consider just how personal the learning process is to every individual. Once described by Benjamin Zephaniah as "simply the most original book I've read for ages," the children will be exposed to a range of poetic styles before producing their own poetry anthology.

Through our second text, *The Last Wild* is a challenging and emotive text that offers a wealth of opportunities to explore plotlines and content. With strongly developed characters and at times poetic description all learners will be exposed to challenging themes and language designed to promote higher level reading and writing.

**As Geographers** we will think carefully about how the river Thames has shaped the human and physical geography of London and the surrounding areas.

We will map the journey of the river from its source through to the Thames estuary and explore the physical changes the river has made to the land.

**As Historians** we will be looking in detail at the exciting history of the river from the first human settlers and Roman invaders to 21<sup>st</sup> century. Through research and visits, we will consider how and why the river Thames propelled London to the forefront of world trade and turned our nation's capital into one of the most diverse and multi-cultural cities on the planet. Along the way we will uncover some of the fascinating feats of engineering undertaken to create London as we know it.

**As Scientists** we will continue to stand on the shoulders of giants in an attempt to understand evolution by natural selection, one of mankind's most fascinating and complex discoveries. Experiments along the way will assist us in our understanding of what Darwin noticed and illustrate changes that are happening today. In addition, we will start to learn about the complex and fascinating human circulatory system and its many functions within our bodies.

Twenty bridges from Tower to Kew  
(Twenty bridges or twenty-two)  
Wanted to know what the River knew,  
For the were young, and the Thames was old  
And this the tale that the River told...

Rudyard Kipling

This term, year six will explore the fascinating history, geography and importance of London's most famous landmark.

**As Mathematicians** we will continue to master our understanding of, relationships between and calculation with fractions, decimals and percentages. As this is an area that requires great depth of understanding, learners will apply their knowledge to a wide range of problems and tasks.

As our mathematical knowledge and logical brains develop, we will also introduce the concept of algebra. Key terms such as 'output' will be considered as well as how working backwards and using information available allows us to solve problems.

**As athletes** we will be developing both our physical and tactical skills and understanding allowing us to participate and excel in mini-games of volleyball. We will continue to work on our skills of performance, finesse and poise to perform both dance and gymnastic routines.

**As theologians** we will be considering the complex and challenging question of whether anything is ever eternal and if Christianity is still a strong religion 2000 years after the death of Jesus.

**As members of our community** we will seek to work on ourselves as people by considering how we can make a positive contribution to our community and keep ourselves healthy.

**As computer scientists** we will regularly use the Internet to research and assist other areas of our learning. In addition we will seek to accurately debug code and programme games and instructions.

**As design technicians** we will make working models of the human circulatory and digestive system to embed our learning in science.

**As artists and designers** we will consider the work of Mark Hearld and other collage artists to create our own attempts at collaging using a range of materials.

# Home Learning

- Daily reading and being read to (discuss text with adult once a week)
- Weekly expectations (spelling, reading, grammar & maths)
- Optional half termly home learning projects
- PurpleMash <https://www.purplemash.com/sch/alexandrainf>

# Educational Visits

- Friday 24<sup>th</sup> January

The Museum of London Docklands

Travel by train and Thames Clipper

Parent helpers needed

- Thursday 13<sup>th</sup> February

Junior citizen

Travel by train to Chessington World of Adventures

Parent helpers needed

- Date TBC

Theatre trip

# Key dates:

- Year 6 trip to the Museum of London Docklands 24<sup>th</sup> January
- Skylarks cake sale 14<sup>th</sup> February
- Swallows cake sale 28<sup>th</sup> February
- Skylarks class assembly 5<sup>th</sup> February
- Swallows class assembly 12<sup>th</sup> February
- Year 6 Junior Citizen trip 13<sup>th</sup> February
- Parent Consultations 3<sup>rd</sup> & 4<sup>th</sup> March
- SATs parent workshop 22<sup>nd</sup> April



# Stationery

- To begin preparing children for the transition to secondary school, it would be beneficial for all children to come to school with the following equipment, in a small pencil case:
- Blue handwriting pen (no friction pens)
- HB pencils
- Glue stick
- Dry wipe white board pen – every child has been provided with one!
- Rubber
- Ruler

# Communication

- Make sure you are registered on Parent Pay – more than one parent or carer can be registered (ask at the school office)
- Year group blog & whole school weekly newsletter
- Year group pages on the website – presentations, newsletters, Curriculum Learning Maps & Home Learning Grids are posted here
- Arrange a meeting with your class teacher through the school office

# How you can support your child

- General expectations (further information on website)
  - Reading both to your children and with your children
  - Correct school uniform & appropriate footwear
  - No earrings or other jewellery or large hair accessories
  - Everything named – where to find lost property
  - PE kit in school
  - Home School Notebook in school
- Attendance & illness
- Helping in school & on trips – DBS check needed (contact the school office)
- Walking to and from school alone
- Establish a healthy relationship around internet and mobile device use
- Phones to the school office during the day

# SATs

- 11<sup>th</sup> May 2020 SATs week for all children in year 6
- Further meeting April 22<sup>nd</sup> 2020
- Revision books
- Booster groups
- Easter homework tasks
- In class assessments sent home as homework for children to practise areas they find difficult