



Hetton Lyons Primary School Curriculum Summary



<p><u>Science</u></p> <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> Recognise that living things have changed over time. Recognise that fossils provide information about living things that inhabited the earth million of years ago. Recognise that living things produce offspring and the same kind, but normally offspring vary and are not identical to their parents. <p><u>Light</u></p> <ul style="list-style-type: none"> Explore how light travels. Explore what happens when light hits an object. Explore how we can see around corners. Explore how shadows are formed. <p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> Describe and explain how living things are classified into broad groups. 	<p><u>Year 6</u></p> <p><u>Autumn Term 2023</u></p>	<p><u>History</u></p> <ul style="list-style-type: none"> Identify and explain differences, similarities and changes between different periods of history. (200 years of Hetton). Explain how our area has changed over time. (Coal mining) Explain what life was like in a mining community using census material and visit to Beamish. Know what it was like to be part of the Miner's Strike. <p><u>Geography</u></p> <ul style="list-style-type: none"> Use six figure grid references. I can explore an OS map of Hetton recognising significant OS symbols. I can use historical maps, photographs and plans to investigate how landscape, buildings, and local facilities have changed over time and explain how this has affected local community life. I can explain and compare the changes that Hetton has undergone during the last 200 years using quantitative data: population over time, land use, occupation. Fieldwork - I can visit the site of a disused mine to investigate its physical features and its use by people now and in the past. Eco -: How can we improve litter and waste in the local community?
	<p><u>English</u></p> <ul style="list-style-type: none"> Change an animation into a story Develop characters through the use of speech Discuss how authors use language thinking about how it affects the reader. Put speech/conversation into a story to add character and action. Write a recount. Choose appropriate grammar and vocabulary. Use a wide range of punctuation marks accurately and effectively. Spell accurately words from the Year 5/6 spelling list. Write joined and at speed. Share views and appreciate the views of others Prepare a poem to read aloud and to perform Flashbacks to Year 5 grammar and punctuation Read aloud with intonation that shows understanding Identify techniques and explain how writers create specific atmospheres Read and give opinions of the texts read this term and develop personal preferences for authors and styles of writing. Retrieve and record information accurately. 	



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	<p><u>Maths</u></p> <ul style="list-style-type: none">• Read, write, order and compare numbers up to 10 000 000 and work out the value of each digit.• Round any whole number and use negative numbers.• Use formal written methods for addition, subtraction, division and multiplication.• Simplify, compare and order fractions.• Add, subtract, multiply and divide fractions.• Convert and calculate metric measures• Convert between miles and kilometres• Show understanding of imperial measures.	<p><u>Music</u></p> <ul style="list-style-type: none">• Sing confidently in tune with awareness of breathing, diction, phrasing and pitch control• Sing in 2-3 parts with instrumental accompaniment.• Sing showing expressive control of the musical elements.• Talk about the music and how it makes me feel, using musical language to describe the music.



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<p><u>PSHE</u></p> <ul style="list-style-type: none">• What's to come for the year ahead. Photographs in books of meet the teacher event.• What does respect in school look like? How do I do this?• What am I responsible for? How do I show this?• How do I keep myself and others safe in and around school?• What if I want to be different? (Transgender)• What will my strengths help me to achieve?• What was Windrush?	<p><u>Art/DT</u></p> <ul style="list-style-type: none">• Draw with perspective.• Draw the layout of the figure in motion.• Select different techniques for different purposes.• Produce collages, that express mood• Create a 3D structure inspired by Ray Lonsdale and 200 years of Hetton.• Use mechanical systems to create a mine shaft.• To be build a structure.	<p><u>PE</u></p> <ul style="list-style-type: none">• Play competitive games including rugby and hockey.• Develop attacking and defending skills.• Effectively transfer skills and movements across a range of activities and sports. I can• Perform a variety of skills effectively in challenging or competitive situations.
<p><u>RE</u></p> <ul style="list-style-type: none">• Make clear connections between Genesis 1 and Christian belief about God as Creator.• Identify and explain what religious and non religious people believe about God, saying where they get their ideas from.	<p><u>Computing</u> <u>Online Safety</u></p> <ul style="list-style-type: none">• I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.• I understand the potential risk of providing personal information online.• I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. <p><u>Computer Science</u></p> <ul style="list-style-type: none">• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<p><u>French</u></p> <ul style="list-style-type: none">• Listen and respond to opinions about food.• Talk about whether food is healthy or not.• Listen and respond to opinions about musical instruments.• Ask and answer questions about types of music and instruments played.