

Year 6 Spring Term Curriculum - Who am I?

The Big Question: Who am I? Where do I fit into the world?

Theme Words: Belonging, Self- Acceptance, Commitment, Communication

Visitor/Visit Speaker

Topic Linked Subjects

English

Class Texts :

“Wonder”

Is it more important to fit in or to be your true self?

- Continue to recognise vocabulary and structures appropriate for formal speech /writing
- include subjunctive forms in writing
- continue to use passive verbs to affect the understanding of information
- continue to use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- continue to use modal verbs or adverbs to indicate degrees of possibility
- continue to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely
- indicate grammatical and other features in writing through a wide range punctuation
- use commas appropriately and without error to clarify meaning or avoid ambiguity in writing
- continue to use hyphens to avoid ambiguity
- consolidate use of brackets, dashes or commas to indicate parenthesis
- consolidate use of semi-colons, colons or dashes to mark boundaries between independent clauses
- consolidate use of a colon to introduce a list - continue to punctuate bullet points consistently
- use, discuss and understand grammatical terminology when discussing writing and reading.

Geography

Topic : Australasia

What challenges do the Australian Aboriginals face?

How do Natural Disasters change people and their lives?

- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- Use atlases to find out data about other places
- Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages
- Use more precise geographical vocabulary for physical & human processes:
- Develop views and attitudes to critically evaluate responses to local geographical issues or news events
- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Find out about a locality by selecting appropriate sources of evidence
- Identify and describe with increasing accuracy geographical features, processes and patterns
- Explain what a locality might be like in the future, taking account of issues impacting and human features
- Describe and understand key aspects of: **physical** geography, including: climate zones, rivers, mountains, volcanoes and earthquakes.
- **Human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Communicate geographical understanding, findings from fieldwork & research in a variety of ways. E.g maps, diagrams, numerical data and writing at increasing length

<p>Science <u>Topic : Humans</u> <i>How does my body keep me alive?</i></p>	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Describe the ways in which nutrients and water are transported within animals, including humans • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use a graph to identify causal relationships and anomalies •
<p>Design and Technology <u>Topic: Food to Fuel my body</u> <i>How does the food I eat impact my body?</i></p>	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Choose ingredients to support healthy eating choices when designing their food products. • Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques. • Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user. •
<p>Art <u>Topic: Portraits and Aboriginal Art</u> <i>How do artists portray themselves or groups of people through art?</i></p>	<ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources • Select and record from first- hand observation, experience and imagination and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas to use in their work • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further • Annotate work in a sketchbook • Work in a sustained and independent way to create a detailed drawing • Use a sketchbook to collect and develop ideas • Identify artists who have worked in a similar way to their own work • Use dry or wet media to make different marks, tone, form and texture within a drawing • Explore colour mixing and blending with coloured pencils • Use different techniques for different purposes eg shading or hatching • Use a range of media to create collages eg. create a collage face using different materials • Use different techniques, colours and textures when designing and making pieces of artwork • Create models on a range of scales using recycled, natural and man made materials • Plan a sculpture through a drawing Children to be more reliant on their own ideas and knowledge of sculpture during the planning and designing process • Include visual and tactile elements to their work • Alexander Calder – wire face sculptures • Picasso – expressionist faces
Discreet Subjects	
<p>Maths</p>	<p><u>White Rose Topics Covered</u></p> <ul style="list-style-type: none"> • Number: Decimals • Number: Fractions / Decimals / Percentages • Number: Algebra • Number: Ratio

	<ul style="list-style-type: none"> • Measurement: Perimeter, Area, Volume • Geometry: Angles
RE	<p><u>Jesus, Bread of Life</u></p> <ul style="list-style-type: none"> • To explain why and how the Passover is celebrated • To reflect on how the disciples felt during The Last Supper To make links between Jesus' sacrifice and that of Maximillian Kolbe • To understand the different parts of the mass and how we can participate within them. <p><u>Jesus, Son of God</u></p> <ul style="list-style-type: none"> • To know that miracles were key in people believing that Jesus is the Son of God. • To understand why Jesus performed different miracles and the impact this had on people • To reflect upon the events of Holy Week and what they mean for us as Christians today.
PSHE	<p><u>Stealing</u></p> <p><u>Money</u> L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p> <p><u>In App Purchases</u> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><u>Online Safety- Through Computing Lessons</u></p>
Computing	<p><u>Quizzing</u></p> <ul style="list-style-type: none"> • create and publish my own online quiz with a range of media (images and video) • evaluate my own content and consider ways to improvements <p><u>Online Safety</u></p> <ul style="list-style-type: none"> • describe ways in which media can shape ideas about gender • identify messages about gender roles and make judgements based on them • challenge and explain why it is important to reject inappropriate messages about gender online • describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline • explain why I should keep asking until I get the help I need • show I understand my responsibilities for the well-being of others in my online social group • explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming) • demonstrate how I would support others (including those who are having difficulties) online • demonstrate ways of reporting problems online for both myself and my friends • explain how I am developing an online reputation which will allow other people to form an opinion of me

	<ul style="list-style-type: none"> •describe some simple ways that help build a positive online reputation •describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me <ul style="list-style-type: none"> • identify a range of ways to report concerns both in school and at home about online bullying •demonstrate the strategies I would apply to be discerning in evaluating digital content • describe how some online information can be opinion and can offer examples • explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting') •demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important •identify, flag and report inappropriate content •describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose • assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise) • explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). •explain what app permissions are and can give some examples from the technology or services I use •describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; •describe strategies to help me identify such content (e.g. scams, phishing) <p><u>Video Creation</u></p> <ul style="list-style-type: none"> •use the green screen masking tool with more than one character •use picture in picture tools in iMovie •add animated subtitles to my film to further enhance my creation •create videos using a range of media - green screen, animations, film and image <p><u>Ongoing through cross-curricular</u></p> <ul style="list-style-type: none"> ●To know to use different passwords for a range of online services ●To describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories) ●To know what to do if my password is lost or stolen ●To use search engines effectively ● To explain how search engines work and how results are selected and ranked ●To develop positive relationships online and report issues ●To add voice over and edit sound clips ●To confidently choose the best application to demonstrate learning •To format text to suit a purpose •To publish my documents online regularly and discuss the audience and purpose of my content <p>choose applications to communicate to a specific audience</p> <ul style="list-style-type: none"> • demonstrate the use of search tools to find and access online content which can be reused by others • demonstrate how to make references to and acknowledge sources I have used from the internet
PE	<p><u>Games – Badminton</u></p> <ul style="list-style-type: none"> • Practise scoring techniques. • Adapt skills and vary tactics to outwit opponents. • Make a team plan and communicate it to others. <p><u>OAA</u></p> <ul style="list-style-type: none"> • draw maps and plan and set own positions on a trail <i>e.g. school grounds, local park</i> • navigate a route on a map in a less familiar setting <i>e.g. local park</i> <p><u>Dance</u></p>

	<ul style="list-style-type: none"> • create longer, more challenging dance phrases to communicate an idea • demonstrate different dance actions with clarity <i>e.g. travel, turn, jump, stillness, gesture</i> • develop dynamic qualities of movement in a routine <i>e.g. speed, energy, timing, continuity</i> • develop use of space within a routine <i>e.g. levels, directions, pathways, size and body shape</i> • develop different relationships within a routine <i>e.g. unison, canon, physical contact, complementary and contrasting</i> <p>Cricket</p> <ul style="list-style-type: none"> • Practise passing, tackling, evading & scoring techniques. • Adapt skills and vary tactics to outwit opponents. • Apply basic principles of attack and defence. • Make a team plan and communicate it to others.
French	<ul style="list-style-type: none"> • Talk about and describe in detail a familiar place • Express wishes and justify simple opinions • Write a short paragraph about a familiar topic