

Year group: 6 Term: Spring 2

Focus Subject: Geography

fortitude

BIG Question: How can we support refugees?



Educate
Protect
Love
Serve

Key Vocabulary:

Global, population, distributed, dense, sparse, population pyramid, pollution, slum, inequality, density,

Practise at Home:

SATS – intervention
Spellings
IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Geography fieldwork
Residential

Relationships and Health Education:

What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

As Musicians, we will:

Summer 2

DT: As designers, we will:

Summer 2

MFL: As linguists, we will learn:

Summer 2

RE: as theologians, we will:

Eucharist -relating Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level

Recall a time when you were thanked. How was the gratitude expressed? How did you feel?

How are relationships deepened in everyday life?



LENT – giving Lent is the season when Christians practise giving and giving-up, to identify with the complete self-offering of Jesus which is remembered in the liturgy of Holy Week and the Easter Triduum (Holy Thursday, Good Friday and Easter Vigil).

In his Gospel, Matthew makes it clear that in loving and caring for other people we are loving and caring for Jesus.

Science: As scientists, we will:

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Recognise that living things can be grouped in a variety of ways. Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.



English: As readers and writers, we will:

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

PE: As athletes, we will:

Identify the skills needed for handball.

Teamwork

Movement

Agility

Technique

Maths: As mathematicians, we will:

describe positions on the full coordinate grid (all four quadrants)

draw and translate simple shapes on the coordinate plane, and reflect them in the axes

convert measurements: length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

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 cubic centimetres (cm³)

Geography: As geographers, we will learn:

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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

Art: As artists, we will:

develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

to know about great artists, architects and designers in history.

PSHE: As PSHEers, we will:

Learn more about the ways friendships develop and grow

Learn more about rules, rights and responsibilities in the community

Computing: As programmers, we will:

Develop their ability to apply their digital literacy capability to support their use of language and communication skills.

· Develop their digital literacy capability and understand the importance of information and how to select and prepare it.

· Develop their computational thinking – the ability to solve problems in a creative, logical and collaborative way

Spelling	SATS SPELLING PATTERNS 10 from 2016	SATS SPELLING PATTERNS 10 from 2017	SATS SPELLING PATTERNS 10 from 2018	SATS SPELLING PATTERNS 10 from 2019	SATS SPELLING PATTERNS 10 from 2022		
SPAG	<ul style="list-style-type: none"> • Word class • Explanation • Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> • Word class • Explanation • Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> • Passive and active • Explanation • Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> • conjunctions • Explanation • Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> • clauses • Explanation • Then Another SATS Q to gauge understanding 	<ul style="list-style-type: none"> • Perfects and progressive • Explanation • Then Another SATS Q to gauge understanding 	
Maths	<p>Area and perimeter</p> <p>Shapes – same area Area and perimeter</p> <p>Area of a triangle – counting squares</p> <p>Area of a right-angled triangle</p> <p>Area of any triangle</p>	<p>Area of a parallelogram</p> <p>Volume – counting cubes</p> <p>Volume of a cuboid</p> <p>Shapes</p> <p>Angles on a straight line</p> <p>Angles around a point</p> <p>Calculate angles</p> <p>Vertically opposite angles</p>	<p>Angles in a triangle Angles in a triangle</p> <p>Angles in a triangle</p> <p>missing angles</p> <p>Angles in special quadrilaterals Angles in regular polygons</p>	<p>Measurements</p> <p>Metric measures Convert metric measures</p> <p>Calculate with metric measures</p> <p>INTERVENTION</p> <p>Miles and kilometres Imperial measures</p>	<p>FOCUS percentages – fractions - decimals</p> <p>FOCUS place value – rounding – negative numbers</p> <p>FOCUS 4 operations</p>		
Science	<p>What is an ecosystem?</p> <ul style="list-style-type: none"> • Define a habitat and an ecosystem • Describe different components 	<p>How do we classify the diets of animals?</p> <ul style="list-style-type: none"> • Define carnivore, omnivore and herbivore • Give examples of carnivores, omnivores and herbivores 	<p>Why are producers so important?</p> <ul style="list-style-type: none"> • How plants make their own food and why they are important 	<p>How do we construct a food chain?</p> <ul style="list-style-type: none"> • Label and construct food chains • Show energy transfer between organisms 	<p>How do we construct a food web?</p> <ul style="list-style-type: none"> • Show energy transfer on food webs • Draw a food web 	<p>What can cause disruptions to food webs?</p> <ul style="list-style-type: none"> • Describe how removing one organism can have knock-on effects • Disruptions to food webs e.g. pesticides, deforestation, hunting 	

<p style="text-align: center; color: orange; font-weight: bold;">RE</p>	<p>Eucharist</p> <p>LEARNING FOCUS: Explore</p> <p>Lesson 4 LQ How does the Our Father reassure Christians?</p> <p>Design and illustrate a bookmark with some or all of the words of the Our Father.</p> <p>Lesson 5 LQ What is Jesus teaching his followers: to give to God and to one another?</p> <p>Compose a prayer for peace and unity making links to what you have learned so far.</p>	<p>Eucharist</p> <p>LEARNING FOCUS: explore</p> <p>Lesson 6 LQ What do you think is the significance of the phrase 'Lamb of God'?</p> <p>In small groups develop a liturgy focusing on Holy Communion. Explain the reasons for your choices and the scripture and symbols you have used. Describe and explain the meaning and purpose of this form of worship.</p> <p>Respond</p> <p>Ask the children if there is anything they wonder and ask questions about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What helps friendships to grow? <input type="checkbox"/> What makes unity between people? <input type="checkbox"/> What undermines friendship and unity? <input type="checkbox"/> The unity which Holy Communion brings. <p>Provide the opportunity, possibly by one of the means above, for the children to remember</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jesus' prayer for unity in John's Gospel. <input type="checkbox"/> Paul's letter explaining how we are all different, but one in Jesus Christ. <input type="checkbox"/> Eucharist challenges Christians to live in communion. <input type="checkbox"/> The Communion Rite, the Our Father and its meaning. 	<p>Lent</p> <p>LEARNING FOCUS: Reveal</p> <p>LQ Does loss and death bring about change for people?</p> <p>Mind-map about loss</p> <p>Explore</p> <p>Lesson 1 LQ What ways can Christians begin to live a new life?</p> <p>Using a Lenten Calendar (<i>CAFOD</i> or <i>Mission Together</i>) write your ideas about 'dying' to your old ways and 'living a new life'. Invite children to choose and practise one of these for a week. At the end of each week, review this.</p>	<p>Lent</p> <p>LEARNING FOCUS: explore</p> <p>Lesson 2 LQ In which way would the friends of Jesus never be hungry or thirsty?</p> <p>In small groups (with an adult) make bread together. Whilst preparing the dough discuss the meaning of the 'bread of life' from the scripture studied and how words like grow, feed, mould, shape, rise etc. have meaning for Christians in their everyday lives.</p> <p>Lesson 3 LQ Why it is that 'a grain of wheat' has to die to produce new life?</p> <p>invite the pupils to draw a picture of the development of the growth of a grain of wheat from planting the seed to harvesting it at each stage. Around it draw/write as many ways in which their life is 'fruitful' for themselves and others and the reasons why, making links with the scripture studied</p>	<p>Lent</p> <p>LEARNING FOCUS: Explore</p> <p>Lesson 4 LQ What did Jesus mean when he said; "...everyone who lives and believes in me will never die."?</p> <p>Interview one of the main characters from the story. Prepare some questions to ask which enables them to explore their feelings and reactions to the events of that day.</p> <p>Lesson 5 LQ What act showed how caring Jesus was in spite of his suffering?</p> <p>Compose a poem which explores the Christian belief in death and new life (e.g. Haiku).</p>	<p>Lent</p> <p>LEARNING FOCUS: Explore</p> <p>Lesson 6 LQ What makes Easter a time of joy?</p> <p>Using a Missal or Church's Story 3 page 109 Blessing the Easter candle, research what is written on the Paschal (Easter) candle. Draw an outline of a Paschal (Easter) candle complete with symbols and inscriptions. Label it fully describing and showing your understanding of its meaning making links to any scripture used in this topic.</p> <p>Respond</p> <p>Ask the children if there is anything they wonder and ask questions about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coping with loss and death. <input type="checkbox"/> Changes brought on by loss and death. <input type="checkbox"/> Death bringing new life. <p>Provide the opportunity, possibly by one of the means above, for the children to remember</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lent, a time to remember the suffering and death of Jesus. <input type="checkbox"/> An understanding of Jesus, the Bread of Life. <input type="checkbox"/> The grain of wheat dies in order to live; Jesus dies in order to rise.
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<p>Computing</p>	<p>LQ. What makes a good website? To review an existing website and consider its structure</p> <ul style="list-style-type: none"> I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML 	<p>LQ. How would you lay out your web page? To plan the features of a web page</p> <ul style="list-style-type: none"> I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose 	<p>LQ. Can I consider the ownership and use of images? To consider the ownership and use of images (copyright)</p> <ul style="list-style-type: none"> I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use' 	<p>LQ. Can I note the importance of previewing work? To recognise the need to preview pages</p> <ul style="list-style-type: none"> I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits. 	<p>LQ. To outline the need for a navigation path</p> <ul style="list-style-type: none"> I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks 	<p>LQ. To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website 	
<p>MFL</p>	<p>Summer 2</p>						
<p>RSHE</p>		<p>Friendships</p>		<p>Discrimination</p>		<p>Rights and responsibilities</p>	
<p>Geography</p>	<p>GLOBALISATION</p> <p>Articulate what globalisation is Examine when globalisation began Explore why the development of transport has been important for globalisation</p>	<p>Reflect on how communication has changed Note that internet usage is not globally equal Summarise the advantages and disadvantages of changing communication</p>	<p>Understand what trade is Explore how trade has changed Examine how trade can bring advantages and disadvantages to different people</p>	<p>Examine what 'fast fashion' is Investigate how the clothing industry has changed Review the positive and negative impacts of the globalised clothing industry</p>	<p>Go through their clothes and create a list of where their clothes were made. Create a map setting out where clothes were made and how far they have travelled. Reflect on the impact of clothes travelling so far for the environment and people making them.</p>	<p>Explore which are the most powerful global food companies Define a TNC Examine the positive and negative impacts of the globalised food industry</p>	