

Year group: 6 Term: Spring 2

Focus Subject: Geography

fortitude



Educate  
Protect  
Love  
Serve

## BIG Question: Can refugees change our perspective of humanity?

### Practise at Home:

SATS – intervention  
Spellings  
IXL

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

Geography fieldwork

### Key Vocabulary:

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

### 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

### 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.



### 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 (cm<sup>3</sup>)

### MFL: As linguists, we will learn:

Summer 2

### 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 people are discriminated against

Learn more about rules, rights and responsibilities in the community

### Computing: As programmers, we will:


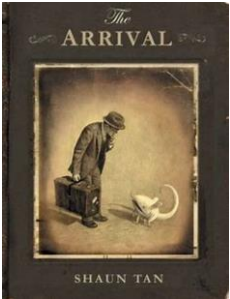


Develop their ability to apply their digital literacy capability to support their use of language and communication skills.

· 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

## Half Term Overview – Year 6 – Spring 2

### Can refugees change our perspective of humanity?

Dates	W/C 21 Feb	W/C 28Feb	W/C 7 Mar	W/C 14 Mar	W/C 21 Mar	W/C 18 Mar	
Events	Y6 SATS meetings	Booster groups Tues / Wed	Booster groups Tues / Wed	Booster groups Tues / Wed	Booster groups Tues / Wed	Booster groups Tues / Wed	
Genre	Arrival Book   Letter <b>SHORT INDEPENDENT WRITE</b>	Arrival Book   Setting description <b>SHORT INDEPENDENT WRITE</b>	Arrival Book   Describe a character <b>SHORT INDEPENDENT WRITE</b>	<b>INDEPENDENT WRITE</b>   Narrative	<b>INDEPENDENT WRITE</b>  Non-chronological report	<b>SPAG carousals</b>	
English	HOOK The Arrival – lit shed LQ Can I ask questions to improve my understanding and make predictions based on details stated and implied? LQ Can I draw inferences and justify these with evidence? <b>Short independent piece</b> LQ Can I can use emotive language for effect in a letter?	LQ Can I summarise the main ideas drawn from a chapter? LQ Can I use other similar models of writing to inspire my own? <b>Short independent piece</b> LQ Can I carefully select vocabulary to describe a setting and create an atmosphere?	LQ Can I use vivid vocabulary to create an image in the reader’s mind? <b>Short independent piece</b> LQ Can use relative clauses to describe a character?	LQ Can plan a narrative story? LQ Can I narrate a character’s story? <b>PLAN</b> <b>1<sup>ST</sup> DRAFT</b> <b>EDIT</b> <b>FINAL DRAFT</b>	<a href="#">Refugees - Migration - CCEA - GCSE Geography Revision - CCEA - BBC Bitesize</a>  Can I write a non-chronological report on the plight of refugees?	<b>3 lessons</b> 20 minute focus on a specific SPaG area. 10 minute teach 5 minute activity. 5 minute mark and correct	
Reading	A Place called Perfect	A Place called Perfect	A Place called Perfect	A Place called Perfect			

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"> <li>• Word class</li> <li>• Explanation</li> <li>• Then Another SATS Q to gauge understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Word class</li> <li>• Explanation</li> <li>• Then Another SATS Q to gauge understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Passive and active</li> <li>• Explanation</li> <li>• Then Another SATS Q to gauge understanding</li> </ul>	<ul style="list-style-type: none"> <li>• conjunctions</li> <li>• Explanation</li> <li>• Then Another SATS Q to gauge understanding</li> </ul>	<ul style="list-style-type: none"> <li>• clauses</li> <li>• Explanation</li> <li>• Then Another SATS Q to gauge understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Perfects and progressive</li> <li>• Explanation</li> <li>• Then Another SATS Q to gauge understanding</li> </ul>	
Maths	Shapes Angles on a straight line Angles around a point Calculate angles	Vertically opposite angles Angles in a triangle Angles in a triangle missing angles Angles in special quadrilaterals Angles in regular polygons	Measurements Metric measures Convert metric measures Calculate with metric measures INTERVENTION Miles and kilometres Imperial measures	Area and perimeter Shapes – same area Area and perimeter Area of a triangle – counting squares Area of a right-angled triangle  15:15	Area of any triangle Area of a parallelogram Volume – counting cubes Volume of a cuboid  15:15	20 minute carosaul L1 percentages – fractions - decimals L2 place value – rounding – negative numbers L3 BIDMAS – dividing - multiplication	
Science	What is an ecosystem? <ul style="list-style-type: none"> <li>• Define a habitat and an ecosystem</li> <li>• Describe different components</li> </ul>	How do we classify the diets of animals? <ul style="list-style-type: none"> <li>• Define carnivore, omnivore and herbivore</li> <li>• Give examples of carnivores, omnivores and herbivores</li> </ul>	Why are producers so important? <ul style="list-style-type: none"> <li>• How plants make their own food and why they are important</li> </ul>	How do we construct a food chain? <ul style="list-style-type: none"> <li>• Label and construct food chains</li> <li>• Show energy transfer between organisms</li> </ul>	How do we construct a food web? <ul style="list-style-type: none"> <li>• Show energy transfer on food webs</li> <li>• Draw a food web</li> </ul>	What can cause disruptions to food webs? <ul style="list-style-type: none"> <li>• Describe how removing one organism can have knock-on effects</li> <li>• Disruptions to food webs e.g. pesticides, deforestation, hunting</li> </ul>	

<p style="text-align: center; color: orange; font-weight: bold;">RE</p>	<p><b>Eucharist</b></p> <p>LEARNING FOCUS: Explore</p> <p>Lesson 4 <b>LQ How does the Our Father reassure Christians?</b></p> <p>Design and illustrate a bookmark with some or all of the words of the Our Father.</p> <p>Lesson 5 <b>LQ What is Jesus teaching his followers: to give to God and to one another?</b></p> <p>Compose a prayer for peace and unity making links to what you have learned so far.</p>	<p><b>Eucharist</b></p> <p>LEARNING FOCUS: explore</p> <p>Lesson 6 LQ <b>What do you think is the significance of the phrase 'Lamb of God'?</b></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"> <li><input type="checkbox"/> What helps friendships to grow?</li> <li><input type="checkbox"/> What makes unity between people?</li> <li><input type="checkbox"/> What undermines friendship and unity?</li> <li><input type="checkbox"/> The unity which Holy Communion brings.</li> </ul> <p>Provide the opportunity, possibly by one of the means above, for the children to remember</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jesus' prayer for unity in John's Gospel.</li> <li><input type="checkbox"/> Paul's letter explaining how we are all different, but one in Jesus Christ.</li> <li><input type="checkbox"/> Eucharist challenges Christians to live in communion.</li> <li><input type="checkbox"/> The Communion Rite, the Our Father and its meaning.</li> </ul>	<p><b>Lent</b></p> <p>LEARNING FOCUS: Reveal</p> <p><b>LQ Does loss and death bring about change for people?</b></p> <p>Mind-map about loss</p> <p>Explore</p> <p>Lesson 1 <b>LQ What ways can Christians begin to live a new life?</b></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><b>Lent</b></p> <p>LEARNING FOCUS: explore</p> <p>Lesson 2 LQ <b>In which way would the friends of Jesus never be hungry or thirsty?</b></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 <b>Why it is that 'a grain of wheat' has to die to produce new life?</b></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 <b>What did Jesus mean when he said; "...everyone who lives and believes in me will never die."?</b></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 <b>What act showed how caring Jesus was in spite of his suffering?</b></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 <b>What makes Easter a time of joy?</b></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"> <li><input type="checkbox"/> Coping with loss and death.</li> <li><input type="checkbox"/> Changes brought on by loss and death.</li> <li><input type="checkbox"/> Death bringing new life.</li> </ul> <p>Provide the opportunity, possibly by one of the means above, for the children to remember</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lent, a time to remember the suffering and death of Jesus.</li> <li><input type="checkbox"/> An understanding of Jesus, the Bread of Life.</li> <li><input type="checkbox"/> The grain of wheat dies in order to live; Jesus dies in order to rise.</li> </ul>	
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<p><b>Computing</b></p>	<p>LQ. What makes a good website? To review an existing website and consider its structure</p> <ul style="list-style-type: none"> <li>I can explore a website</li> <li>I can discuss the different types of media used on websites</li> <li>I know that websites are written in HTML</li> </ul>	<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"> <li>I can recognise the common features of a web page</li> <li>I can suggest media to include on my page</li> <li>I can draw a web page layout that suits my purpose</li> </ul>	<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"> <li>I can say why I should use copyright-free images</li> <li>I can find copyright-free images</li> <li>I can describe what is meant by the term 'fair use'</li> </ul>	<p>LQ. Can I note the importance of previewing work? To recognise the need to preview pages</p> <ul style="list-style-type: none"> <li>I can add content to my own web page</li> <li>I can preview what my web page looks like</li> <li>I can evaluate what my web page looks like on different devices and suggest/make edits.</li> </ul>	<p>LQ. To outline the need for a navigation path</p> <ul style="list-style-type: none"> <li>I can explain what a navigation path is</li> <li>I can describe why navigation paths are useful</li> <li>I can make multiple web pages and link them using hyperlinks</li> </ul>	<p>LQ. To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> <li>I can explain the implication of linking to content owned by others</li> <li>I can create hyperlinks to link to other people's work</li> <li>I can evaluate the user experience of a website</li> </ul>	
<p><b>MFL</b></p>	<p>Summer 2</p>						
<p><b>RSHE</b></p>		<p>Friendships</p>		<p>Discrimination</p>		<p>Rights and responsibilities</p>	