

DT-Design your own playground!

Children will study existing playgrounds, evaluate apparatus and equipment whilst considering how they can be used, what they are made out of and why they appeal to children.

Children will create a themed playground to appeal to a specific age group in their design criteria.

Children will work with a variety of materials and equipment to create their design including card, wood, wire, fabrics, PVA glue and glue guns, whilst considering any health and safety precautions in DT.



Topic Map: Year 6 Term: Spring 2



The Wonderful World of Water!

PE - Gymnastics

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

PE - Volleyball

Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.

Geography - Will you ever see the water you drink again?

Children will be able to identify various bodies of water both near and far (that include the six oceans of the world), identify desert and wet regions and be aware of how little fresh water humans have access to.

They will be reminded of the water cycle and its importance, show an awareness of our own water usage domestically and compare it with other countries such as Kenya.

Children will look at the work that goes into treating waste water domestically. They will develop an awareness of hydro power and weigh up its pros and cons. Children will use their computing skills to create a digital branching database all about dams around the world.



R.E. - Unity/Death and New Life

Children will know and understand:

What nourishes and what spoils friendship and unity.

The Eucharist challenges and enables the Christian family to live and grow in communion every day. They will acquire the skills of assimilation, celebration and application of the above. Children will learn about how loss and death bring about change for people and study the Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus that led to new life.



PSHE - Healthy Me

Year 6 will learn all about how substance misuse has an unhealthy impact on the body and mind. They will be able to explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.

Children will give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse. Children will be able to reflect on the links between mental/emotional health and alcohol and substances.



Computing

Children to use Microsoft Power Point or Word to create a presentation. Children will review and improve their presentations with audience in mind before making them available via school website. Children will be using Purple Mash to design their own quiz, and learning how to set up their own database using Excel. They will create a website with a range of media, choosing applications to communicate to a specific audience, and evaluate own content and consider ways to make improvements.

Children will choose applications to communicate to a specific audience, creating their own film trailer, combining music, pictures, film clips and text. They will be creating their own motion stop video using the iMotion app, mixing animations and video recordings to create video interviews



WOW Experiences:

World Book Week

Class Novel/Book:

Eren by Simon P. Clark

English

Action Stories

Children will write a new chapter or scene for an action story. They will create and describe a new character for an action story.

Children will write a setting for their own action story and collaborate to develop and extend their fiction writing through the creation of a text adventure (or multi-modal adventure) on paper or on screen.

This process will involve planning, drafting, editing and reviewing their work as part of the Talk for Writing sequence.

Additionally, children will improve their comprehension and writing skills by identifying the features and structure of a text adventure and using these as a model for writing.

They will analyse the structure of the adventure text, using devices such as story-boarding and story mapping to clarify its organisation, for example its possible reading pathways and their various outcomes or consequences.

Formal/Impersonal writing

Children will study formal and informal texts including letters. They will express views about the features of the texts. They will be able to express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion.

They will capture ideas, language and learning to be able to use and apply in the writing phase and eventually write a formal text and an informal text demonstrating the ability to adopt the correct style to fit purpose and audience.



Mathematics

Algebra

In this chapter, pupils will be comparing quantities, including numbers, objects, fractions and mass before moving on to solving word problems.

To begin with, pupils will use bar models and concrete materials to compare amounts. They will be using both pictorial and abstract multiplication and division to support their learning while simplifying and comparing ratios.

In the final lessons, pupils will be solving word problems involving ratio by constructing bar models to support their understanding.

Position and Movement

In this chapter, pupils work with polygons on coordinate grids. They differentiate between translation and reflection before moving on to express movement using algebra. Pupils begin to use a co-ordinates grid from different starting points and recode the coordinates of the points. The coordinate grids become more complex as the chapter progresses, using all four quadrants and translating and reflecting objects. The chapter ends by describing movement (translation and reflection) on a grid using algebra.

Graphs and Averages

In this chapter, pupils will learn to present and interpret information in different ways. It begins with lessons exploring the mean, but also briefly looking at other ways of showing averages. Pupils calculate mean in different situations and use the mean to find other information. They then move on to showing information on different types of graph. They revise bar graphs, pictograms and tables, then spend several lessons drawing, reading and interpreting pie charts. Pupils begin with pie charts split into sections of equal size, then quickly move on to pie charts with different fractions of different denominators. They use fractions, percentages, angles and algebra during these lessons. Next, they focus on line graphs; drawing, reading and interpreting the information in them. Pupils begin with distance/time, then explore a variety of uses for line graphs, including converting units of measurement and currency.

Science

Classification Connoisseurs

Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.

They will ask a variety of types of scientific questions and choose the most appropriate scientific enquiry method to answer a question. Furthermore, children will outline the method to experiment, list all the equipment needed, decide what data to collect and how much of it is needed and make predictions based on scientific knowledge.

They will make a series of measurements adequate for the task, select appropriate measuring equipment, use standard measures as in including use of fractions and mixed units and decimals to one place.

The children will also have opportunities to read scales with increased accuracy, compare 5 or more things, select apparatus and use with care.

They will present information clearly in tables including for repeat readings. Record observations and measurements systematically (botanical diagrams, classification keys).

