

<b>Essential Question:</b> Too hot, too cold, just right? What will a 2120 map look like?	<b>Year 6 : Spring Term</b>	<b>Visit: Hinduism Workshop</b>
<b>Community Links:</b> linked to enterprise we will campaign on environmental issues.	<b>Enterprise Activity: (C) Global Campaign:</b> Raising awareness of environmental issues linked to topic of climate change to local area –Promotion of greener travel.	<b>Comparison of 3 regions: UK, Scandinavia (ZOOM Iceland / Norway) and North America (ZOOM Arizona/Death</b> 
<b>Key Outcomes</b>	<b>Key Outcomes</b>	<b>Key Outcomes</b>
<p style="text-align: center;"><b><u>Reading</u></b></p> <p style="text-align: center;"><b>Children will focus their Reading this term on:</b></p> <p style="text-align: center;">Abi Elphinstone - Skysong            The Ice Bear – Jackie Morris            Greta Thunberg – No one is too small to make a difference</p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p style="text-align: center;"><b>Children will develop their writing through the following genres:</b></p> <p style="text-align: center;">5-part narrative adventure story with flashback            Explanation text linked to Science            Persuasive holiday advert description            Formal persuasive letter            Balanced argument</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p style="text-align: center;"><b>Children will develop their skills in:</b></p> <p style="text-align: center;">Four operations (+ - x ÷)            Fractions            Percentages and decimals            Geometry            Measurement            Ratio and Algebra</p>
<p style="text-align: center;"><b><u>Displays</u></b></p> <p style="text-align: center;">-Geography – comparison of 2 regions            -Enterprise – campaign on climate change            -Art – Van Gogh style painting, northern lights inspired landscape pictures</p>	<p style="text-align: center;"><b><u>SMART values/character education</u></b></p> <p><b>Ambitious</b> – Children will be ambitious for making a difference to the whole world when linking with the community for their Enterprise campaign</p> <p><b>Resilient</b> – building resilience across the curriculum particularly focusing on their SATs</p>	<p style="text-align: center;"><b><u>PSHE</u></b></p> <p><u>Dreams and Goals</u></p> <p>Children will explore personal learning goals, steps to success, my dream for the world, helping to make a difference and recognising achievements</p> <p><u>Healthy Me</u></p> <p>Children will learn about food, drugs, alcohol, emergency aid, emotional and mental health and managing stress.</p>
<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>Living things and their habitats</b></p> <p><i>Can you classify a Platypus?</i></p> <p>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</p>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><b>Online Safety (Unit 6.2 ) – C13</b></p> <p><i>Children will have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. They will share this with an audience.</i></p> <p>Children will assess the benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. They will Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. They will identify the benefits and risks of giving personal information and device access to different software, review the meaning of a digital footprint</p>	

<p>animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>and understand how and why people use their information and online presence to create a virtual image of themselves as a user. Children will have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. They will understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <p><b> Blogging ( Unit 6.4 ) C11</b></p> <p><i>Children will create entries into Kensuke’s blog.</i></p> <p>In this unit children will understand the purpose of writing a blog. They will identify the features of successful blog writing, plan the theme and content for a blog and understand how to write a blog. They will consider the effect upon the audience of changing the visual properties of the blog, of regularly updating the content of a blog and understand how to contribute to an existing blog.</p>
<p style="text-align: center;"><b><u>MFL</u></b></p> <p><b><u>Unit 21 - Le passé et le présent (The past and the present)</u></b></p> <p><i>Children will create a tourist brochure for their town.</i></p> <p>This unit extends the children’s knowledge of numbers to include years. Children learn to describe their town (revising the use of adjectives from previous units) and explain what it is like now and what it used to be like, using the present and past tenses. Children’s reading skills will be assessed in this unit.</p> <p><b><u>Unit 22 - En vacances (On holiday)</u></b></p> <p><i>Children will write a paragraph about their holiday.</i></p> <p>This unit links geography and cultural understanding through labeling countries in Europe. Children will revise weather vocabulary and describe holiday activities using the present tense. Children’s reading skills will be assessed in this unit</p> <p style="text-align: center;"><b><u>Art</u></b></p> <p><b>Painting</b></p> <p><i>Pupils will paint a night scene in the style of Van Gogh – Looking at The Starry Night for example for inspiration</i></p> <p>The paintings will include texture, convey impressionism and demonstrate movement. It will also include shadows and</p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><i>Children will create postcard home comparing the similarities and differences.</i></p> <p><b>A study and comparison of three different geographical regions: The UK, Scandinavia (ZOOM Iceland / Norway) and North America (ZOOM Arizona/Death Valley). Pupils will research each region in detail drawing upon all of their geographical knowledge and skills learnt since the beginning of their primary education.</b></p> <p><b>Pupils will identify how the geography of each region has changed over time and will make reasoned predictions on how the effects of climate change may change the landscape even further in the future. Pupils will determine which regions will be mostly likely to suffer most from global warming based on their physical geography but also through researching human geography, they will discover which regions are doing most to tackle and prevent future harm. They will investigate the facts and join in a reasoned discussion and generate solutions and promote ideas to positively impact climate change.</b></p> <p><b>Use 6 figure grid references</b> to identify countries and cities in the world, the main mountain ranges and the longest rivers.</p> <p><b>Understand how these features may have changed over time.</b></p> <p><b>Select the most appropriate map for different purposes</b> e.g atlas to find a country, Google Earth to find a village.</p> <p><b>Explain the climates</b> of given countries in the world and <b>relate this to knowledge</b> of the hemispheres, the Equator and the Tropics.</p> <p><b>Locate</b> the major cities of the world and <b>draw conclusions</b> as to their similarities and differences.</p> <p><b>Use maps</b> to identify longitude and latitude</p>

reflection.		
<p style="text-align: center;"><b><u>RE</u></b></p> <p><b>Living a Faith (6:2)</b></p> <p><b>Similarities between Christianity and Hinduism</b></p> <p><i>Children will take part in a Hinduism workshop where comparisons will be made between Christianity and Hinduism.</i></p> <p>This unit builds on Unit 4.1 Belief in the community. It offers a focus on rites of passage in the lives of faith members including an opportunity to explore death and bereavement and some of the ways in which these events impact not just on the individual but also on families and the wider community. Pupils explore religious expression and consider ways in which Hindus and Christians express their identity through the way in which they live and practise their religion, according to the beliefs and values of their faith. Teaching will focus on the ways in which Christians and Hindus express faith through worship.</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b>Happy</b></p> <p>Style: Pop/Motown</p> <p><i>Children to perform 'Happy' and use it as a backing track to a video describing what makes them happy.</i></p> <p>Topic and cross curricular links: What makes us happy?</p> <p><b>You've Got A Friend</b></p> <p>Style: The Music of Carole King.</p> <p><i>Children will share the importance of equality in today's society.</i></p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p>	
<p style="text-align: center;"><b><u>Key Texts for Topic</u></b></p> <p style="text-align: center;">Abi Elphinstone - Skysong</p> <p style="text-align: center;">The Ice Bear – Jackie Morris</p> <p style="text-align: center;">Greta Thunberg – No one is too small to make a difference</p>	<p style="text-align: center;"><b><u>PE</u></b></p> <p style="text-align: center;"><b>Badminton / Basketball</b></p> <p style="text-align: center;"><b>Football / Netball</b></p>	