



Theme Intent:

This term provides an of understanding the different environments present within the USA. The journey taken by Shackleton will provide creative stories about perseverance and determination. Biographies will be written that link to our learning in science. **Sense of identity** and a **sense of purpose** are integral throughout this term and we will consider the values needed to overcome adversity: **courage, trust, perseverance, humility, respect, forgiveness.**

When looking at natural disasters, and in particular earthquakes, we will ask **big questions** and consider the **challenges** these present. Our work on trade will look at how the **wider world** is connected.

Our value this term is **perseverance.**

Year 6, Term 3: Intrepid Explorers

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| <p>WRITING: Biographical writing (Mary Anning model text, 3 weeks) Outcome – Biography for Charles Darwin Narrative based on Shackleton’s journey (Model text taken from Shackleton’s Journey & Ice Trap! 3 weeks) Outcome – adventure narrative Explanation – Theory of evolution (scientific writing 1 week)</p> | <p>SPAG: Paragraphing in narrative and persuasive pieces, noun phrases and developing quality of vocabulary in narrative, speech and using grammatically accurately, apostrophes for possession.</p> | <p>READING: Civil Rights: Rosa Parks, A Change is Gonna Come by Sam Cooke, Caged Bird by Maya Angelou Evolution: Charles Darwin, Moth by Isabel Thomas Spooky Openings: Malamander by Thomas Taylor, The Dream Snatcher by Abi Elphinstone, Room 13 by Robert Swindells Pompeuu: Pompeii and Mount Versuvius (non fiction), Escape from Pompeii by Christina Balit, Pompeii by Bastille</p> | <p>MATHS: Fractions: Calculating – adding/subtracting proper and mixed number fractions; multiplying proper fractions; dividing fractions by whole numbers</p> |
| <p>SCIENCE: Evolution and inheritance Can I explain how the Earth and living things have changed over time? Can I say how fossils can be used to find out about the past? Can I explain how the reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)? Can I explain how animals and plants are adapted to suit their environment? Can I link adaptation over time to evolution? Can I explain what evolution is? Working Scientifically Can I support my conclusions with evidence? Can I present information in a range of ways? Can I communicate and justify my scientific ideas and talk about how scientific ideas have developed over time?</p> | <p>GEOGRAPHY: Locational and Place Knowledge Can I make informed judgements about the locations of the world’s biomes – considering the longitude and latitude that they are located? Can I describe how time zones work and can calculate time differences around the world? Human and Physical Geography Can I critique how well a city in North America is prepared to deal with an earthquake? Can I compare how a city in North America has adapted to earthquakes with another city around the world? Geography Skills and Fieldwork Can I analyse maps, plans and graphs to helps me form an opinion?</p> | <p>Music: Listening Can I analyse features within different pieces of music? Can I compare and contrast the impact that different composers from different times have had on people of that time? Can I talk about musical identity and what music means to them?</p> | <p>MFL: Spoken Language Can I hold a simple conversation with at least 4 exchanges? Can I use my knowledge of grammar to speak correctly? Reading Can I understand a short story or factual text and note the main points? Can I use the context to work out unfamiliar words? Writing Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?</p> |
| <p>ART: Can I use feedback to make amendments and improvements to my art? Can I use a range of resources to create art? Can I explain why they have used different tools to create art? Can I explain why they have chosen specific techniques to create art? Can I explain the style of their work and how it has been influenced by a famous artist?</p> | <p>P.E. Rugby Can I use running, jumping, throwing and catching in isolation and in combination? Can I play competitive games, modified where appropriate? [Can I apply basic principles suitable for attacking and defending? Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best?</p> | <p>R.E. CREATION Creation and science: conflicting or complementary? Make sense of belief: Can I, taking account of the context, suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing an awareness of different interpretations?</p> | <p>P.S.H.E: SCARF unit – Keeping Myself Safe</p> |
| <p>COMPUTING: Computer Systems and Networking Unit 6.1 Communication and Collaboration Can outline methods of communicating and collaborating using the internet? Can I evaluate different methods of online communication and collaboration? Can I decide what I should and should not share online?</p> | <p>REAL PE Unit 5</p> | | |



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When looking at natural disasters, and in particular earthquakes, we will ask **big questions** and consider the **challenges** these present. Our work on trade will look at how the **wider world** is connected. Our value this term is **humility.**

Year 6, Term 4: Intrepid Explorers

WRITING: Narrative – suspense writing (alma video stimulus and model, ‘Who done it?’ example text, 3 weeks)
 Outcome – Narrative piece creating suspense
 Persuasive – Linked to environmental issues and biomes (model text taken from geographical understanding, 2 weeks)
 Outcome – balanced argument linked to opinion and understanding

SPAG: Paragraphing in narrative and persuasive pieces, noun phrases and developing quality of vocabulary in narrative, speech and using grammatically accurately, apostrophes for possession.

READING: Population: Uno’s Garden by Graeme Base, Russian Population and Population Sparsity, Crowding and Dense Populations (Monaco)
 Living Things and Their Habitats: Carolus Linnaeus, Odd Egg Laying Mammals
 Katherine Rundell: Rooftoppers, The Good Thieves, The Wolf Wilder
 Poetry: Ozymandius by Percy Bysshe Shelley, The Moment by Margaret Atwood

MATHS: Ratio and Proportion – percentages of amounts; finding value of parts; scale drawing
 Measurement (Converting Units) – converting between metric units, units of time and miles/km
 Measurement (Area and Volume) – finding areas and perimeters; areas of parallelogram, triangle; volume of cuboids
 Algebra – simple formulae; algebraic notation; missing numbers; variables; linear sequences; number patterns

SCIENCE:
Living things and their habitats
 Can I classify living things into broad groups according to observational characteristics and based on similarities and differences?
 Can I describe how living things have been classified?
 Can I give reasons for classifying plants and animals in specific way?
Working Scientifically
 Can I support my conclusions with evidence?
 Can I decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables?
 Can I present information in a range of ways?

COMPUTING:
Creating Media
Unit 6.2 Webpage creation
 Can I create a new blank web page?
 Can I add text and embed media in a web page?
 Can I insert hyperlinks between pages and to other sites?

ART: Can I use feedback to make amendments and improvements to my art?
 Can I use a range of resources to create art?
 Can I explain why they have used different tools to create art?
 Can I explain why they have chosen specific techniques to create art?
 Can I explain the style of their work and how it has been influenced by a famous artist?

MFL: Spoken Language
 Can I hold a simple conversation with at least 4 exchanges?
 Can I use my knowledge of grammar to speak correctly?
Reading
 Can I understand a short story or factual text and note the main points?
 Can I use the context to work out unfamiliar words?
Writing
 Can I write a paragraph of 4-5 sentences?
 Can I substitute words or phrases?

Geography:
Locational and Place Knowledge
 Can I make informed judgements about the locations of the world’s biomes – considering the longitude and latitude that they are located?
 Can I describe how time zones work and can calculate time differences around the world?
Human and Physical Geography
 Can I hypothesise reasons for the locations of deserts?
 Can I recall some of the world’s most famous deserts including the world’s largest desert?
 Can I apply my knowledge of deserts to help me create a desert survival guide?
Geography Skills and Fieldwork
 Can I use maps to help me make informed judgements about the locations of the world’s biomes?

P.E.
Gloucestershire Cricket
 Can I use running, jumping, throwing and catching in isolation and in combination?
 Can I play competitive games, modified where appropriate? [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]
 Can I apply basic principles suitable for attacking and defending?
 Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best?
Rugby (Move More Coach)
 Can I use running, jumping, throwing and catching in isolation and in combination?
 Can I play competitive games, modified where appropriate? [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]
 Can I apply basic principles suitable for attacking and defending?
 Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best?

R.E. SALVATION
 U2.5 What do Christians believe Jesus did to ‘save’ people?
 Make connections: Can I relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today?

P.S.H.E: SCARF unit – Rights and Responsibilities

MUSIC:
Improvisation
 Can I improvise within a group using more complex melodic and rhythmic phrases?
Composition
 Can I use a variety of different musical devices in my composition i.e. melody, rhythms and simple chords?