

Year 6 Spring Term Provision

We aim to begin teaching in this term...

Local links:	<ul style="list-style-type: none"> • Botanical Gardens- study of biomes • Landscapes of the industrial Black Country- JRR Tolkien's Mordor (The Hobbit/ Lord of the Rings)
Book options:	<ul style="list-style-type: none"> • The Brockenspectre- Linda Newbery • Destination Planet Earth- Jo Nelson & Tom Clohosy Cole • Macbeth – William Shakespeare • The Shark Caller – Zillah Bethell
Values and Virtues (Golden Thread): British Values	<ul style="list-style-type: none"> • Compassionate and Loving to the environment around us (God's world), understanding human impact on the world and how we can make changes to our behaviour so we can preserve it. • Faith- Filled and Hopeful in their actions in looking after our communities, environments and other people in God's family.
Catholic Social Teaching	Solidarity and The Common Good – Day of Prayer for Peace (16 th January), Little Way Association, Little Way Week Option for the Poor and Vulnerable – Lent, Almsgiving and Fasting, Migrants and Refugees, Food Banks
Subj	Learning Aims

Christmas

- know the main features of the story of Christmas being able to identify which Gospel they are recorded in
- be able to discuss some of the images of Jesus found in the Gospel of St. John
- be able to talk about some reasons why Christmas is an important celebration in the life of the Church

V+V: how does the story of Christmas allow us to practise showing compassion and love?

Followers of Christ

- know that Jesus called many people to follow him
- be able to identify reasons why these people responded to his call
- understand that following Christ sometimes demands sacrifices
- be able to identify some vocations that exist in the life of the Church

V+V: we can become faith-filled and hopeful by following Christ's example

Lent

- know about the Church's customs for the Season of Lent
- understand some reasons why Jesus spoke of prayer, fasting and almsgiving being important and be able to think about applying these in their own lives
- be able to discuss issues concerning poverty in the world today and think about some remedies for this problem
- know that the Scriptures speak of God's mercy and forgiveness
- understand how the Church celebrates this in the Sacrament of Reconciliation

V+V: love and compassion is shown through mercy and forgiveness of sins

Holy Week

- know the story of the passion of Jesus in some detail
- be able to imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane
- give reasons why Peter denied Jesus
- know some words of Jesus from the cross
- understand why the death of Jesus has been described as a sacrifice

V+V: reflect upon the love Jesus has for us through his sacrifice

BV: we can show mutual respect and tolerance for each other during discussion of our faith

Reading

- Read a wide range of appropriate texts for enjoyment, insight and research
- Show understanding of a range of texts, selects essential points, and uses inference and deduction as appropriate
- Identify key features, themes and characters and select sentences, phrases and relevant information to support their views
- Able to retrieve and collate information from a range of sources

Writing

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words, including those of uncommon or more ambitious vocabulary.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Plan writing by identifying the audience for and purpose of the writing, selecting language that shows some awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.
- Draft and write by selecting appropriate vocabulary and grammatical structures that reflect what the writing requires, understanding how such choices can change and enhance meaning.
- Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Draft and write by precisising longer passages
- Draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues in narrative).

- Proof-read for spelling and punctuation errors.

Grammar, Punctuation and Spelling

- demonstrate appropriate use of standard English vocabulary and grammar
- how written standard English varies in formality
- understand word classes
- know the features of different types of sentence
- be able to proof read work for errors
- use age-appropriate spelling strategies
- use common prefixes and suffixes
- use punctuation marks accurately – including question marks, exclamation marks, commas, inverted commas, apostrophes
- use appropriate spelling terminology
- all terms as set out in Appendix 1

Number: Decimals

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.

Number: Percentages

- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Number: Algebra

- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Measurement Converting Units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.
- Convert between miles and kilometres.

Measurement: Perimeter, Area and Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- 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 cm^3 , m^3 and extending to other units (mm^3 , km^3)

Number: Ratio

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Science	<p>Working Scientifically (taught throughout)</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Animals, including Humans</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. Pupils will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils will work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
P.E.	<p>Gymnastics</p> <ul style="list-style-type: none"> Accelerate and decelerate whilst travelling Develop some knowledge of Rhythmic Gymnastics Perform a roll using control, body tension and flow Use equipment within a sequence
Computing	<ul style="list-style-type: none"> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

P.S.H.E.

- To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1). To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2).
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- To understand the importance of, and how to maintain, personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).
- To learn about the process of growing from young to old and how people's needs change.
- About growing and changing and new opportunities and responsibilities that increasing independence may bring (H9). To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10). To understand that household products, including medicines, can be harmful if not used properly (H11).
- To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14).
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.
- To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).
- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).
- To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
- The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc).

French

Listening & Comprehension

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

Reading & Comprehension

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Progression of skills

- Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered
- Learn to recall previously learnt and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics responding with opinions and justifications where appropriate
- Be able to table unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4'. Including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries
- Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives

	<ul style="list-style-type: none"> • Consolidate our understanding of gender and nouns, use of the negative adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/Conjunctions and more confident with full verb conjugation – both regular and irregular •
Topic Mountains	
Values and Virtues (Golden Thread): British Values	<ul style="list-style-type: none"> • Compassionate and Loving to the environment around us (God's world), understanding human impact on the world and how we can make changes to our behaviour so we can preserve it. • Faith- Filled and Hopeful in their actions in looking after our communities, environments and other people in God's family.

Planning Resources

- <https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>
- <http://www.ks2complete.com/key-stage-2-geography/mountains/>
- <http://geologymatters.org.uk/the-black-country/>
- <https://www.expressandstar.com/editors-picks/2014/08/26/lord-of-the-rings-link-to-black-country-past/>
- <http://www.globaleye.org.uk/primary/focuson/index.html> - Mountain fact file - site for children
- <http://www.answers.com/topic/list-of-mountains> - Lists all the mountains in the world and info on each
- <http://www.metoffice.gov.uk/outdoor/mountainsafety/index.html> - Met office forecasts
- <http://www.touchingthevoid.co.uk/> - Official Joe Simpson site
- http://imagingeverest.rgs.org/Concepts/Imaging_Everest/-75.html - Account of the 1953 successful summit
- http://news.bbc.co.uk/onthisday/hi/dates/stories/may/29/newsid_2492000/2492683.stm - Norgay conquering Everest (including video clip)
- <http://www.mounteverest.net/> - Up to date news from Everest plus all you need to know about this mountain
- <http://www.alanarnette.com/kids/everest10.htm> - Great account of attempt to climb Everest by Alan Arnette in 2002, written for children
- <http://www.unlockingthearchives.rgs.org/resources/documents/The%20death%20zone%20worksheet2.pdf> - Worksheets for older children but can give ideas
- http://www.unlockingthearchives.rgs.org/teacherslounge/curr_map.aspx?id=532&idrepresents=page - Teaching ideas and related objectives and links to images
- <http://news.bbc.co.uk/1/hi/uk/5008288.stm> - Information on weather et al from army account of climbing Everest

Mountaineers

- http://www.himalayantrust.co.uk/sir_edmund_hillary.phtml - Mountaineering expeditions and accounts
- http://seattletimes.nwsourc.com/html/localnews/2002045151_schoeningobit24m.html - Describes how Pete Schoening saved 6 lives on K2 in 1953
- <http://www.ukclimbing.com/articles/page.php?id=193> - Account of a trip to Morocco's Jebel Toubkal by Robin Eveleigh in March 2006
- http://climb.mountainzone.com/everest/2002/html/0501_news.html - Accounts of deaths in the Himalayas in 2002
- <http://www.mounteverest.net/story/EverestSouthBensaccidentupdateShaunnatocontinueApr202005.shtml> - Account of Ben Webster breaking his leg on Everest in 2005

		<ul style="list-style-type: none"> http://www.glasgowwestend.co.uk/out/outdoors/Feb01.html - Helen Rose's Everest attempt in 2001 		
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>To explore the history of mountaineering (Key events) Use sources to formulate a timeline to organise how mountaineering has developed using different technologies and strategies.</p> <p>To know the importance of Sherpas in mountain expedition Use case studies to evaluate the importance of Sherpas.</p> <p>LC: can I evaluate the ascents of George Mallory and Edmund Hillary? Use testimony and media reports to evaluate, discuss and compare the two mountaineers' expeditions</p> <p>LC: can I apply my knowledge of history to discover how climate change has affected mountain environments?</p>	<p>Interpret</p> <p>Analyse</p> <p>Compare</p> <p>Research</p> <p>Expedition</p> <p>Ambition</p>	<p>Botanical Gardens glasshouses?</p> <p>Zoom call with someone who has climbed Everest</p>
Geo	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

<p>Describe and understand key aspects of mountains (physical geography).</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Describe and understand key aspects of mountains (physical geography).</p> <p>Use maps and atlases to locate countries and describe features studied.</p> <p>Describe and understand key aspects of physical geography (mountains) and human geography, including land use, economic activity and distribution of natural resources.</p> <p>Describe and understand key aspects of volcanoes.</p> <p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>V+V: the wonder of creation and a better understanding of God's Earth can help us to be faith-filled and hopeful</p>	<p>LC: can I understand how mountains are formed? Formation of the five different types of mountains</p> <p>LC: can I research using an atlas? Mountains and mountain ranges</p> <p>LC: can I analyse cause and effect? Man's potential effects on environments, including the impact of tourism.</p> <p>LC: can I prioritise reasons for endangerment? - Reasons for endangered animal and plant species</p> <p>LC: can I summarise how volcanoes are formed?</p> <p>LC: can I demonstrate my understanding of the layers of the Earth? Construct a cross section of the Earth.</p> <p>LC: can I examine relationships between tectonic plates and volcanoes? - Features of tectonic plates and the features of extinct, dormant and active volcanoes.</p> <p>LC: can I integrate my understanding of biomes with their indigenous peoples? - understand features of biomes and identify indigenous peoples.</p> <p>LC: can I model the interdependency of organisms in a biome?</p>	<p>Ascent, peak, snowstorm, tourism, landscape, environment, mount, skis, skiing, avalanche, base camp, snowdrift, blizzard, snowboarding, summit, Everest, Kilimanjaro, K2, mountain, mountain range, weather, temperature, climate, volcano/es, formation, plate tectonics, extinct, active, dormant, eruption, magma, lava, expedition, biodiversity, climate zones, biomes, indigenous(peoples), vegetation, wildlife, ecological community, conditions, ecosystems, environmental problems, interdependent,</p>	
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	<p>BV: children can show respect for the environment, and can also learn about democracy through the study of indigenous people and comparing their way of life to ours</p>	<p>Represent networks of interdependency using illustrations and infographics.</p> <p>LC: can I discuss the issues and pressures faced by ecosystems?</p> <ul style="list-style-type: none"> - understand the delicate interdependent nature of ecosystems and know about global environmental problems and solutions. (To use research to inform writing and present persuasive arguments.) <p>LC: can I apply my knowledge of a biome to my own representation?</p> <ul style="list-style-type: none"> - understand the contents of a biome and how the living things in the biome are placed together. (construct a model Eden Project selecting suitable materials for the content.) <p>LC: can I formulate a plan to save the environment?</p> <ul style="list-style-type: none"> - To understand that the threats faced by the various biomes of the world are serious and urgent. 		
<p>Art</p>	<p>National Curriculum Outcome</p>	<p>Small Steps to learning (assessment criteria)</p>	<p>Key vocab includes:</p>	

	<p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, collage, weaving</p> <p>V+V: love for the environment and compassion by encouraging others to make their choices</p> <p>BV: individual liberty to use own artistic choices</p>	<p>To explore the role and purposes of artists</p> <p>Use the work of Margaret Godfrey and compare it with other artists' work. Encourage observations and discuss starting points.</p> <p>To develop my own ideas using a mixture of media</p> <p>Create your own volcanic artwork.</p> <p>To use different textures and techniques in my artwork</p> <p>Create mountain artwork by weaving a background scene and using collage to depict a mountain.</p>	<p>Sketching, collage, weaving, shades, tone, effect, texture, materials, design,</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>To improve their mastery of art and design techniques including sculpture with a range of materials.</p> <p>V+V: we can become faith-filled and hopeful by being in wonder of the creation of Earth and reflecting upon how powerful God is</p> <p>BV: show individual liberty for freedom in design</p>	<p>LC: can I communicate my ideas through detailed drawings? Begin to design a mountain model, using a design specification and planning the order of the work and selecting appropriate tools and materials</p> <p>LC: can I construct my product? Use appropriate tools and materials, making modifications as you go along. Construct models of each type of mountain.</p> <p>LC: can I evaluate my product using my design criteria?</p>	<ul style="list-style-type: none"> • Design, evaluate, sculpture, manipulate, medium, 	
Mu	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music. • Be able to improvise and compose music for a range of purposes. 	<p>LC: can I identify different moods and textures? To view a volcano dance and describe appreciation of music and movement.</p> <p>LC: can I identify different speeds of pulse by clapping and moving? Compose group music to represent a volcanic eruption</p> <p>LC: can I create different effects using combinations of pitched sounds To plan and perform a commentary on the build up to the eruption and the eruption itself.</p> <p>LC: can I present performances effectively? To enact the build up to the eruption and the eruption itself through dance and music.</p> <p>LC: can I explore different genres of music? Listen to and research different genres of music and select a favourite backing track</p> <p>LC: can I write my own lyrics to a song? Write my own song to either represent an inspiring mountain expedition or the explosion of a volcano using preferred backing track.</p>	<p>crescendo – getting louder decrescendo – getting quieter beat- unit of rhythm dissonance – harsh sounds, chords not in harmony dynamics – how loud or quiet a piece of music is ensemble – all instruments in an orchestra or all voices in a choir, playing at once. flat – playing a note a semitone lower than the written one forte – loud adagio – slow and calm allegro – quick and lively andante – relaxed and flowing largo – slow and broad lento – slow</p>	
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