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| **YEAR 6 SPRING 1** | | | | | | | |
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| **SUBJECT** | **WEEK 1** | **WEEK 2** | **WEEK 3** | | **WEEK 4** | **WEEK 5** | |
| **READING**  book clip art reading - Clip Art Library | **LO: To explore new vocabulary and understand how an author uses vocabulary to set the scene**  Children to be introduced to the new class text, ‘Clockwork’ by Philip Pullman.  Explore and made predictions about the plot from the front cover and then progress to reading the preface.  Children to highlight words/phrases linking to ‘time’, ‘menacing’ words/phrases and words that they don’t understand. They then find the definition using a dictionary. Children will then make further predictions about the story plot. | This week, the children will be given back their assessments from the end of last term and we will be going through the answers together and how to locate them This will also help to address any misconceptions.  For those children who achieved GDS, they will be given an additional reading task and asked to listen when it comes up to a question that they didn’t answer correctly. | **Sustainability**  **(link to Geograohy)**  Children to read a differentiated non-fiction text.  **Fact retrieval and word meaning ONLY for SEND/LA (inference for challenge questions).**  - retrieve, record and present information from non-fiction  -draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  -predicting what might happen from details stated and implied  -summarising the main ideas drawn from more than 1 paragraph | | **The Great Pacific Garbage Patch (link to Geography)**  Children to read a differentiated non-fiction text.  **Fact retrieval and word meaning ONLY for SEND/LA (inference for challenge questions).**  - retrieve, record and present information from non-fiction  -draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  -predicting what might happen from details stated and implied  -summarising the main ideas drawn from more than 1 paragraph | **Reading Assessment:**  **2019 KS2 Paper**  This week’s lesson will be replaced with a reading assessment. Children will be given this assessment back as misconceptions will be addressed during the following weeks and within interventions. | |
| **WRITING**    **INCLUDING GENRE(S)** | ***CLOCKWORK* BY PHILLIP PULLMAN**  **GENRE : CHARACTER AND SETTING DESCRIPTION**  **PURPOSE:‘WRITING TO ENTERTAIN**  **Week 1:** Children to write a character description of Doctor Kalmenius and a setting description of a Winter’s scene in Glockenheim (using writing a postcard as a stimulus)*.*  **Text features to include:**   * Detailed description * Use paragraphs to organise in time sequence   **Grammar and sentences learning to include:**   * Use subordinate clauses to add detail or context, including in varied positions. * Use relative clauses to add detail or context * Use a wide range of sentence structures to add interest   **Punctuation content to include:**   * Use brackets for incidentals * Use dashes to emphasise additional information * Use colons to add further detail in a new clause, * Use semi-colons to join related clauses.   **GENRE : TRAVEL BROCHURE**  **PURPOSE:‘WRITING TO PERSUADE**  **Week 2:** Using their setting description from last week, the children will write a persuasive travel brochure to encourage people to visit Glockenheim in winter. They will analyse existing models and use this to support their own writing.  **Text features to include:**   * Use of 2nd person * Personal pronouns * Planned repetition * Facts & Statistics * Hyperbole   **Grammar and sentences learning to include:**   * Use imperative and modal verbs to convey urgency, * Use adverbials to convey sense of certainty, * Use short sentences for emphasis, * Use of the subjunctive form for formal structure,   *If I were you, I would...*  **Punctuation content to include:**   * Use ? ! for rhetorical / exclamatory sentences * Use colons and semi-colons to list features, attractions or arguments * Use brackets or dashes for parenthesis, including for emphasis   *This is our chance—our only chance—to make a difference.* | | ***CLOCKWORK* BY PHILLIP PULLMAN**  **GENRE :DIARY**  **PURPOSE:WRITING TO INFORM**  **Week 3:** Children are to write a diary entry as either Prince Florian or Fritz (dependent on how far we have progressed through the text).  **Text features to include:**   * Paragraphs used to group related ideas * Heading/subheadings * Use of technical vocabulary   **Grammar and sentences learning to include:**   * Use subordinating conjunctions in varied positions. * Use expanded noun phrases to inform. * Use relative clauses to add further detail. * Begin to use passive voice to remain formal or detached. * Begin to use colons to link related clauses.   **Punctuation content to include:**   * Use brackets or dashes to mark relative clauses. * Secure use of commas to mark clauses, including opening subordinating clauses. * Begin to use colons & semi-colons to mark clauses.   **GENRE : LETTER**  **PURPOSE:‘WRITING TO INFORM**  **FOR FEATURES, SEE ABOVE.**  **Week 4:** The children will write a FORMAL letter to Dr Kalmenius from the Royal Physician, recounting the strange events and asking for help. Children to explore the features of a formal letter and why this is different to an informal letter (AUTUMN 2). | | | **Our Planet: Act Now (link to Geography)**  **GENRE: Non-Chronological Report**  **Purpose: Writing to Inform**  Children to explore/analyse existing models of non- chronological reports in order to use this to support their own writing e.g. text features.  They will then spend the remainder of the week researching the chosen areas:   * Plastic pollution * Climate Change * Deforestation   From this research, they will devise a plan for their writing. | |
| **SPELLING**  spelling clipart - Clip Art Library | **Adding suffixes beginning with vowel letters to words ending**  **in -fer**  referring  referred  referral  reference  referee  preferring  preferred  preference  transferring  transference | **Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)**  siege  niece  grief  chief  fiend  shriek  believe  achieve  convenience  mischievous | **Words with the long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)**  deceive  conceive  receive  perceive  ceiling  receipt  protein  caffeine  seize  neither | | **Word families based on common words, showing how words are related in form and meaning**  commit  committee  transmit  submit  commitment  emit  permit  intermittent  omit  unremitting | **Word families based on common words, showing how words are related in form and meaning**  interrupt  interfere  intercept  interject  intertwine  interim  internal  intersperse  interloper  interest | |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | **LO: To identify and use passive voice**  Children to learn techniques to help them ‘spot’ when this is being used and then build upon this by using it in their own sentences.  This will be built into writing lessons also. | **LO: To identify conjunction types**  Children to explore co-ordinating and subordinating conjunctions and understand how/why they are used. | **LO: To understand how/why semi-colons are used**  Children to learn the ‘rules’ for using semi-colons and then use these within passages provided. | | **LO: To understand why/how colons are used**  Children to learn the ‘rules’ for using colons and then use these within passages provided.  This will build upon the learning last week as children will need to decide which colon needs to be used. | **LO: To use commas correctly**  Revision of the use of commas. Discussions about how/why these are used (stress that these must not be used in the place of a full stop/conjunction!).  Children to write their own sentences using commas correctly. | |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **RATIO AND PROPORTION**  ***Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.***  -Use ratio language  -Introduce the ratio symbol  -ratio and fractions  ***Solve problems involving similar shapes where the scale factor is known or can be found.***  -Scale drawing  -Scale factors  -Similar shapes  ***Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples***  -Ratio problems  -Problem solving (ratio and proportion 1)  -Problem solving (ratio and proportion 2) | | **ALGEBRA**  ***Generate and describe linear number sequences.***  - Find a rule (one step)  -Find a rule (two steps)  -Form expressions  ***Express missing number problems algebraically.***  -Substitution 1  -Substitution 2  ***Use simple formulae.***  ***Express missing number problems algebraically.***  -Form and solve equations  -Solve one-step equations  -Solve two-step equations  ***Find pairs of numbers that satisfy an equation with two unknowns.***  Find pairs of values  ***Enumerate possibilities of combinations of two variables.***  Solve problems with two unknowns | | | | |
| **LEARN BY HEARTS** | **Properties of 2D Shape**  Due to prioritisation of objectives, the shape unit is covered AFTER SATs. Therefore, I would like children to practise these facts each half term so that I have a secure understanding of the facts for any questions that may come up in the May tests. | | **Properties of 3D Shape**  Due to prioritisation of objectives, the shape unit is covered AFTER SATs. Therefore, I would like children to practise these facts each half term so that I have a secure understanding of the facts for any questions that may come up in the May tests. | | | **Algebra: ALL LO’S from week 3 and 4**  Children to memorise the placement of algebraic symbols/numbers within a calculation and use these to answer algebra calculation questions | |
| **SCIENCE** | **The Circulatory System: Parts**  To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram.  **Objective: To identify and name the parts of the human circulatory system** | **The Circulatory System: Functions**  To describe the functions of the heart, blood vessels and blood by investigating how the different parts of the circulatory system work.  **Objective: To describe the functions of the main parts of the circulatory system.** | **Transporting Water and Nutrients**  To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body.  **Objective: I can explain how water and nutrients are transported within the body.** | | **Healthy Lifestyle**  To recognise the impact of diet and exercise on the way their bodies function by describing the effects of a healthy lifestyle.  **Objective: To describe how diet and exercise impact on human bodies.** | **Exercise Investigation**  To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate by creating an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data.  **Objectives:**  **-To plan a scientific enquiry.**  **-To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs.**  **- To report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry.**  **-To record, report and present results appropriately.** | |
| **COMPUTING**    **LINK TO SAFER INTERNET DAY** | Introduction to microbits, while blogging about it Session 1- introduce the microbit and the Makecode coding environment. Create a nametag. | Session 2- Introduce the Google Slides document for documenting code and learning about the microbits. Basic animation – Create a beating heart. | Session 3- to use inputs to trigger outputs- Create an emotion badge | | 6th Feb- Safer Internet Day To use variables Session 4 - Step Counter Discuss protocols for safe and supportive blogging (review digital footprints from term 1) | No session- Stanningley’s got talent | |
| **GEOGRAPHY**  Image result for geography clipart | **Are We Damaging Our World?**  **OBJECTIVE:**  To understand the threats to the health of our planet and some possible solutions  **SUCCESS CRITERIA:**  - I know that there are threats to the health of our planet.  - I can explain several threats to wildlife and/or habitats.  - I understand that there are ways to help improve the health of our planet. | **What are Minerals and do we Have an Endless Supply?**  **OBJECTIVE:**  To understand what minerals are and question if they can be used sustainably  **SUCCESS CRITERIA:**  - I know the sources of  several important minerals  used in everyday life.  - I can explain were  minerals can be found  around the world.  - I understand some of the ways in which minerals can  be used sustainably. | **Where Does Our Energy Come From?**  **OBJECTIVE:**  To understand the different types of energy available and their advantages and disadvantages  **SUCCESS CRITERIA:**  - I know that there are both renewable and non-renewable energy sources available.  - I can explain the carbon  cycle.  - I understand that no one type of energy production is the solution providing the world’s energy. | | **Why Should We Protect Our Oceans?**  **OBJECTIVE:**  To understand the importance of protecting the oceans  **SUCCESS CRITERIA:**  -I know how humans rely on the oceans.  -I can describe some of the threats to our oceans.  -I understand some of the advantages of marine protected areas (MPAs). | **How Can We Protect Our Planet In School?**  **OBJECTIVE:**  To carry out an enquiry into sustainability  **SUCCESS CRITERIA:**  -I can pose an enquiry question.  -I can plan and carry out an enquiry into sustainability in school.  -I understand some of the ways in which I could make my school more sustainable. | |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART  **PLEASE NOTE: THIS UNIT IS LIKELY TO BE CARRIED OVER INTO NEXT TERM.** |
| **KEY QUESTIONS:**  *What do the gospels say about Jesus’ last days and death?*  *What is the significance of Palm Sunday to Christians?*  **OBJECTIVES:**  - To know what Gospel accounts say about Jesus’ death and resurrection.  -To understand what the gospel texts about Palm Sunday might mean to Christians.  **OUTCOMES:**  -Compare and contrast Gospel accounts of Jesus’ death and resurrection.  -Describe how Christians show their beliefs about Palm Sunday in worship.  -Explain what the gospel texts about the entry into Jerusalem might mean to Christians. | **KEY QUESTIONS:**  *What do the gospels say about the Last Supper?*  *What are the Christian traditions on Maundy Thursday?*  *What do you understand by the term ‘betrayal’?*  *What are the qualities of ‘kingship’?*  **OBJECTIVES:**  -To know the events of the Last Supper.  -To understand the differences in gospel accounts of the Last Supper.  **OUTCOMES:**  -Compare and contrast different gospel accounts of the Last Supper.  -Give reasons for the Christian traditions on Maundy Thursday. | **KEY QUESTIONS:**  *What do the gospels say about Good Friday?*  *What is the significance of the crucifixion to Christians?*  *Why do Christians believe that Jesus’ death is so important?*  *What is meant by saying that Jesus was a ‘representative’?*  **OBJECTIVES:**  **-**To know the events of Good Friday.  -To understand the significance of the crucifixion for Christians.  **OUTCOMES:**  -Explain why Christians call the day Jesus died ‘Good Friday’.  -Give reasons for the importance of Good Friday to Christians.  -Apply a range of ideas to crucifixion artwork. | | **KEY QUESTIONS:**  *What stories remind you of the Easter story?*  *What is Literal truth?*  *How does the Easter story link to Christian beliefs?*  *What is meant by sacrifice?*  *What is meant by Jesus’ death as a sacrifice?*  **OBJECTIVES:**  -To know that works of fiction can have parallels with the Easter story.  -To understand the term ‘sacrifice’  **OUTCOMES:**  -Make a parallel between a work of fiction and aspects of the Easter story.  -Explore the distinction between literal truth and material that contains ‘truths’.  -Explain the Christian belief that Jesus calls them to sacrifice their own needs to the needs of others. | **KEY QUESTIONS:**  *How did Christians come to believe in the resurrection?*  *What evidence is there?*  *In what different ways do Christians see the resurrection narratives?*  **OBJECTIVES:**  -To understand the meaning of ‘the resurrection’.  **OUTCOMES:**  **-**Explain what the gospel texts about the death and resurrection of Jesus might mean to Christians.  -Discuss emotion and feelings about the themes of suffering and death. | |
| **SPANISH** | **Topic: Weather**  **OBJECTIVE:**  To introduce new unit ¿Qué tiempo hace? (‘what is the weather like today?’) and start the new vocabulary connected to the weather in Spanish. | **Topic: Weather**  **OBJECTIVE:**  To consolidate weather language using a PowerPoint and matching pairs game. | **Topic: Weather**  **OBJECTIVE:**  To use new language in a listening exercise integrating weather and days of the week | | **Topic: Weather**  **OBJECTIVE:**  To learn how to read a weather map and describe the weather in different parts of Spain | **Topic: Weather**  **OBJECTIVE:**  To use all the language learnt in this unit to be Spanish weather presenters! | |
| **MUSIC** | Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4/tiki tiki  Introduce the term ‘film composer’ and discuss what it might mean. Talk about John Williams, who they may have heard of and give examples of some film music he has written that they may recognise (Spotify list).  Appraise different musical features in a variety of film contexts. Listen to Mission Impossible from James Bond and discuss as a starting point. Listen to a variety of contrasting excerpts and talk about how the composer has written the music to match the theme.  Discuss the style of music that may accompany a scene that is: tense, purposeful, romantic or dangerous. | Start by showing the beginning of the film ‘Wallace & Gromit: A Close Shave’.  Pause the film at 1 minute 40 seconds (after Gromit discovers the wool has been chewed). Ask the children how they think the music creates tension. You may need to watch it again, pausing as the children identify the musical elements.  Point out that the music (soundtrack) is different from the sound effects. Sound effects include snoring and the sound of a knife hitting the floor, but the soundtrack is the music played by orchestral instruments.  Discuss, using the interrelated dimensions of Music, how tension is created (high strings, low drums and brass, minor chords, use of dynamics, unpredictable intervals). Look at other scenes from the film, discussing the emotions evoked by the music, instrumentation and composition style. | Introduce ti-tiki and practice with rhythm pattern examples.  Look at pictures of graphic scores. Children match the sounds to the graphic score which best illustrate the music they hear.  Children work in groups to produce their own music to accompany one of the graphic scores (can the class guess which one they are playing?). | | In pairs or groups, children compose music to illustrate a selection of descriptions: tension, preparing for action, love story, danger, sadness, a chase  Use clips from the film ‘Wallace and Gromit: a close shave’ which match each scenario (these are found in the first 20 mins of the film). | Watch the 2-minute video with visuals about Chinese/Lunar New Year:  <https://www.youtube.com/watch?v=Mm9LJC_5g2o>  Chinese/Lunar New Year (will be on 10th Feb this year)– Learn the song ‘Chinese New Year’ (Mrs Durrant rhymes with Currant) and sing along. Talk about the pentatonic scale and try it out on the chime bars.  <https://www.youtube.com/watch?v=Ii4jS5jrS2A>  Perform the simple pentatonic ostinati from the video.  Make up their own pentatonic tune, using CDEGA notes. see ‘Dragon Scales’ from Music Express, Bk 3 | |
| **PE**  Real PE – St. Matthew's Primary School, Luton |
| **Week 1: Static Balance - Stance**  **Week 2: Coordination - Footwork**  **Week 3: Static Balance – Stance**  **Cognitive:**   * **Some -** I can and suggest patterns of play which will increase chances of success. * **Many -** I can understand ways (criteria) to judge performance. * **All -** I can explain what I am doing well and I have begun to identify areas for improvement.   **Week 1 & 2:**   * Warm Up (Hey Baby) * Game (Bean Bag Raid) * Skill (Stance in WK 1 and Footwork in WK 2) * Review Method (Badge of Honour)   **Week 3:**   * Warm Up (Hey Baby!) * Game (Bean Bag Raid) * Competition (Knockouts) * Review Method (Badge of Honour) | | | | **Week 4: Static Balance - Stance**  **Week 5: Coordination - Footwork**  **Week 6: Coordination – Footwork**  **Cognitive:**   * **Some -** I can develop methods to outwit opponents. * **Many -** I can use awareness of space/others to make good decisions. * **All -** I can understand the simple tactics of attacking and defending.   **Week 4 & 5:**   * Warm up (Pass It On) * Game (Dodgeball) * Skill (Stance in WK 4) Competition (Ladder Bump Ladder) WK 5) * Review Method (Badge of Honour) | | |
| **PSHE** | **\*Each lesson may take two weeks to complete\***  **You, Me and PSHE Scheme of Work**  **Mental health and wellbeing**  **HEALTHY MINDS**  Pupils learn what mental health is.  Pupils:   * + know that mental health is about emotions, moods and feelings - how we think, feel and behave   + recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent   + know that there is help, advice and support available about mental health | | **\*Each lesson may take two weeks to complete\***  **You, Me and PSHE Scheme of Work**  **Mental health and wellbeing**  **HEALTHY MINDS**  Pupils learn about what can affect mental health and some ways of dealing with this.  Pupils:   * + recognise what can affect a person’s mental health   + know some ways of dealing with stress and how people can get help and support   + understand that anyone can be affected by mental ill health | | | **\*Each lesson may take two weeks to complete\***  **You, Me and PSHE Scheme of Work**  **Mental health and wellbeing**  **HEALTHY MINDS**  Pupils learn about some everyday ways to look after mental health.  Pupils:   * know some everyday ways of looking after mental health   + can explain why looking after mental health is as important as looking after physical health   + understand that some things that support mental health will also support physical health | |
| **MINDMATE** | **One lesson per half term. Lesson to take place the first day/lesson of the new term.**  **Topic: Life Changes**  **Lesson Focus: Moving On**  This lesson fits into the Life Changes and Transitions strand. It focuses the transition to secondary school. As this is an imminent change for the children in year 6, the lesson allows them to explore the fact that they may feel a range of emotions when moving to secondary school. Children will also be given opportunities to explore this change in the context of other changes and will consider how they themselves and others might be feeling and what may be appropriate responses in such situations.  **LEARNING OUTCOMES (KNOWLEDGE):**  -I can learn that major life changes can be fun and exciting, at the same time as being daunting for some.  -I can talk about moving on to secondary school  -I can recognise and respond appropriately to a wider range of feelings in others  **LEARNING OUTCOMES (SKILLS):** | | | | | | |
| **ART/DT**  Image result for art clipart    **INCLUDING ARTISTS**  **WHERE APPROPRIATE** | **No Art/DT in Spring 1**  *Children will need to complete the making and evaluation of their DT project from Autumn 2 as we did not have sufficient time to complete this during Autumn 2.* | | | | | | |
| **DESIGN**  **OBJECTIVES:**   * **Use research and develop design criteria to inform the design of innovative, functional, appealing electrical board games that are fit for purpose, aimed at particular individuals or groups.** * **Generate, develop, model and communicate ideas through discussion, annotated sketches and diagrams.**   Come up with a range of ideas after collecting information from different sources  Use the internet to research existing electrical board game ideas and select a theme.  Produce a detailed, step-by-step plan  Explain how the electrical board game will appeal to a specific audience. | | | **MAKE**  **OBJECTIVES:**   * **Select from and use a wider range of tools and equipment to perform practical tasks (wires, wire cutters, scissors, bulbs, batteries and motors).** * **Select from and use a wide range of materials and components according to their functional properties and aesthetic qualities.**   Use a range of tools and equipment competently.  Make a prototype before making a final version. | | | **EVALUATE**  **OBJECTIVE: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**  Suggest alternative plans; outlining the positive features and draw backs. |