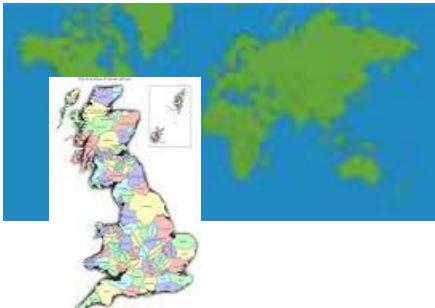
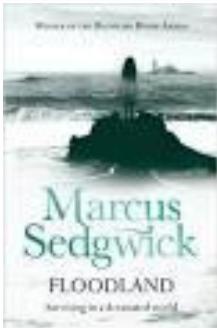


Spring Term: London and Beyond



English

Programme of study includes: word reading, comprehension, transcription and presentation, handwriting, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning -Writing - Editing and improving - Publishing

Inspiration:

Highwayman by Alfred Noyes

Floodland by Marcus Sedgwick

El Caminante, a short film

Link with: The Man who walked between the Towers by Mordicai Gerstein

and Man on a Wire, a documentary

Rose Blanche by Ian McKewan

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Year Six Spring Term Overview

What if the sea began to rise . . . and rise . . . until the land began to disappear? Global warming has caused the sea to rise until cities are turning into islands and civilization is crumbling. Ten-year-old Zoe Black was left behind on Norwich by accident when her parents escaped in the last supply ship to visit the island. Zoe discovers a small rowboat and keeps it a secret until she can set out alone on the great sea to find her parents. This addictive story will be the entry point for children to learn the counties of the UK and explore them in more depth by investigating how at risk they are to flooding.

Geography

They will continue their geographic expedition by learning about a small town in Spain called El Caminante. Using the BFI film short as inspiration they will see a brave man do complete an incredible journey.

Study of a small town in Spain and compare it the counties of the UK
Areas at risk of flooding
•to locate the counties and cities of the UK, identifying human and physical characteristics and key topographical features (flood land)

History

Through reading Rose Blanche, the children will learn about the World War II

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Religious education

What can we learn from Christian religious buildings?

RRS: 22, 24, 25 and 27

Art and Design Technology

In the book the Zoe lands on Eels Island, where she must survive in a nightmarish world run by wild children. Using the idea of territory and ownership, the children will design and make creatures to protect their islands from intruders.

Design Technology: Is your creature fierce or friendly?

•to apply understanding of how to strengthen, stiffen and reinforce

Art and Design: Water (Floodland)

Making skills:

Cut intricate patterns, cut an accurate spiral, cut something that is designed and drawn

London and Beyond

Computing

Communication: 'iMovie (Edmodo)' - Blogger

French

- Countries and flags and the French speaking world
- Theme park comparison - France vs UK

Physical Education

Hockey, volleyball and gymnastics:

- to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency
- to create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and other physical activities
- to develop and perform sequences and compositions using appropriate movements to express ideas and emotions
- to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance
- to recognise the benefits of practice and reflection for improving personal and group performance

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through daily lessons. Alongside this, the children will apply their maths skills across the curriculum, for example in geography they will develop their use of geometrical language to describe the position of towns and cities and use coordinates to locate them on a grid.



Music

Exploring street dance and mini-musical

- to play and perform in solo and ensemble contexts
- to improvise and compose music for a range of purposes
- to develop an understanding of the history of music
- to appreciate and understand a wide range of high-quality live and recorded music

Science

Learning Objectives:

Living Things and their Habitats

I can 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.

I can give reasons for classifying plants and animals based on specific characteristics

Animals, Including Humans

I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

I can recognise the impact of diet, exercise, drugs and lifestyle on the way the human body functions.

I can describe the ways in which nutrients and water are transported within animals, including humans.

Scientific Enquiry Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present 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

Identify scientific evidence that has been used to support or refute ideas or arguments.