



Term: Spring 1

Year: 2020/2021

Teacher: R Griffiths

Year Group: 6

TOPIC: Crime and Punishment – Local history study

RELIGIOUS EDUCATION

How do Christians decide how to live?

What would Jesus do? (Gospel)

Make sense of belief:

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.

Understand the impact:

- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

Make connections:

- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.
- Articulate their own responses to the issues studied, recognising different points of view.

SEASONAL ENRICHMENT

- The Burrow**
- House day** – beach / drama / art / forest school
- Use of the outdoor areas across the curriculum** – science link / RE link

COMPUTING

- Software

use sequence, selection, and repetition in programs; work with variables and various forms of input and output
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs



PE

Tennis

- play a Mini Tennis Match of some description using the 3 key elements of Serve, Rally and Score
- serve underarm with no bounce
- rally with a partner using both forehand and backhand shots

ART AND DESIGN

- Apply their understanding of mixing, tones and mood to their own work by building on previous experiences.
- Show growing confidence whilst working with different tools, paints on different surfaces/scales
- Peer assessment – think about constructive comments and back up with explanations.
- Start to develop and talk about their work and the work other artists and preferred methods of working

GEOGRAPHY / HISTORY

A local history study

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period.
- Compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of the highway man Dick Turpin.
- Imagine and write about the experiences of people living during the historical periods studied based on factual evidence.

ENGLISH

- Daily spelling practice following KS2 spelling rules – No Nonsense scheme**
- Daily whole class guided reading** – focusing on vocabulary, inference, prediction, explanation, retrieval, and summarising / sequencing using high quality fiction and non-fiction texts
- Daily RWI phonics and RWI Fresh Start phonics**
- This half term, children will be using the following writing stimuli – The True Story of the Three Little Pigs / The Highwayman**
- Plan, draft, write, evaluate and edit a variety of writing**
- Non-fiction**
- Newspaper article reporting a twisted fairy tale – inspired by The True Story of the Three Little Pigs!
- Poetry**
- The Highwayman

SCIENCE

- Electricity**
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- construct a simple series circuit (including a buzzer) to transmit a message using Morse Code – systematically identify the effect of changing one component at a time
- construct a completed circuit to create a burglar alarm system

MUSIC

- to create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
- to describe, compare and evaluate different types of music using a range of musical vocabulary

SPIRITUALITY

- Outdoor learning** – maths/science/outdoor investigations
- Window and mirror links to science** – awe and wonder moments
- Links to 3 school values** – forgiveness, respect, friendship
- Links to current Building Learning Power** – managing distractions

BRITISH VALUES

- Democracy** – school council opportunities / Head Boy and Head Girl responsibilities
- Mutual respect** is at the heart of our values. Children learn that their behaviours influence their own rights and those of others
- BLP skills** – managing distractions

MATHS

Fractions, decimals, and percentages

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}$]
- divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{2}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

LANGUAGES

- 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

PSHE

Valuing Difference

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences
- Suggest strategies for dealing with bullying, as a bystander
- Describe positive attributes of their peers
- Know that all people are unique but that we have far more in common with each other than what is different about us
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else
- Demonstrate ways of offering support to someone who has been bullied