

St Andrew's Church School

Spring Term ~ Year 6 (2024) ~ Why Do We Live Here?

English

Class Texts: *Windrush Child* (Benjamin Zephaniah); *The Boy at the Back of the Class* (Onjali Q Rauf); *Journey* (Aaron Becker); *The Journey* (Francesca Sanna).

Fiction: These stories cover themes of migration and belonging, and will be used to inspire writing of a range of genres.

Poetry: Narrative Poems based on our class texts.

Non-Fiction:

Moth: A Story of adaptation and the Industrial Revolution

When The Whales Walked: Evolution stories; discussion and debates; persuasive texts.

Our response to our City: Why Do We Live Here?

In school, we will explore relationships and focus on the key question:
Why do we live here?

The children will explore the local area, developing their understanding of Human and Physical Geography and building on mapwork skills, as well as exploring the history of its people and places like Fairfield House.

Our key theme is 'Migration' and we will be learning about why people migrate, with a focus on stories of The Windrush Generation.

This term will be full of opportunity for the children to continue building their confidence, collaborative skills and independence ahead of their transition at the end of the year. The trip to Mill on the Brue will be an exciting time with memorable experiences—and plenty to learn from!

Maths

We will be using our Power Maths scheme to learn and apply our mastery of concepts. Fractions; Geometry—position and direction; Decimals; Percentages; Algebra; Measurement (imperial and metric); Measurement (volume, perimeter, area); Ratio and Proportion.

Knowledge and Skills:

Multiplying fractions by a whole number; multiply a fraction by a fraction; Divide a fraction by a whole number; calculate fractions of amounts; Plot coordinates in the first quadrant; Plot coordinates; reflections and translations; use simple formulae; express missing number problems algebraically; solve problems involving the calculation and conversion of units of measure; calculate, estimate and compare volume of cubes and cuboids using standard units; solve problems involving similar shapes where the scale factor is known or can be found.

Humanities

History: A local History Study (joint project with Year 5). The children will analyse social changes in our local area over the past 100 years. Focus: Migration and The Windrush.

Knowledge and Skills: Use sources of evidence to deduce information about the past; Use appropriate historical vocabulary to communicate; Identify continuity and change in the history of the locality of the school.

Geography: Use field work to observe measure and record the local area (tourist maps or transport maps) Identify and describe how the physical features affect the human activity within a location.

Knowledge and Skills: Collect and analyse statistics and other information in order to draw clear conclusions about locations; Create maps of locations; use 8 points of compass; 4 figure grid references symbols and a key.

Music: *You've got a Friend* by Carole King and other words of similar artists / genre.

Knowledge and Skills: Use a wide range of musical vocabulary; appraise music and sing in unison.

MFL: Le Weekend. Speaking in sentences about what we like to do at the weekend.

STEAM

Science: Adaptation, Evolution and Inheritance; Circulation.

Knowledge and Skills:

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution; Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Art and Design: Sculpture (Term 3) Develop ideas in sketches / use designs to inspire decoration for pottery. Focus Artist: Grayson Perry (age-appropriate only). Painting (Term 4) Create colour palettes based on local surroundings to create abstract art. What is the greenest green? (Philosophy link). Focus Artist: Patrick Heron

Knowledge and Skills: Use tools to carve and add shapes, texture and pattern; create and build images through clay. Understand the qualities of acrylic paint and create art with both controlled and expressive brushstrokes.

Computing: (Communicate) Webpage creation

Knowledge and Skills: Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation

Health and Well-Being

P.E: Dance and Tag Rugby (Term 3) / Gymnastics and Netball (Term 4)

Tag Rugby / Netball: pupils encouraged to take the lead and motivate their team; uphold the spirit of fairness and competition. Build on techniques to pass accurately and move around strategically.

Dance: Compose creative and imaginative dance sequences; include in a sequence set pieces, choosing the most appropriate linking elements ; demonstrate good kinaesthetic awareness; hold shapes that are strong, fluent and expressive.

Gymnastics:

Develop sequences that show an awareness of matching and mirroring and show an awareness of counter tension and counter balance.

PSHE: Dreams and Goals (Term 3) / Healthy Me (Term 4)

Knowledge and Skills: Aspirations, how to achieve goals and understanding emotions that go with this. Understand how to stay safe (building on *Lifeskills* trip in Autumn), including on the road (*Bikeability*) and health (link to circulation in Science / P.E.

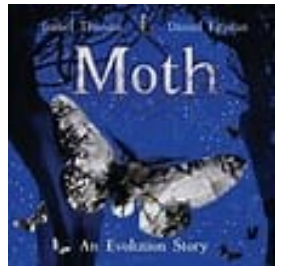
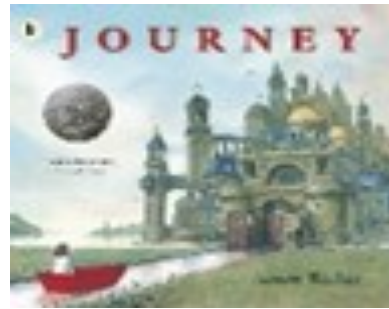
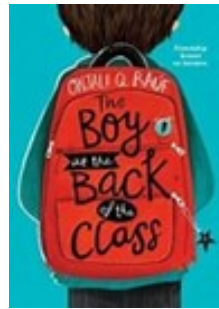
Mill on the Brue will form a large part of our P.E. provision this term.

RE

Creation (Christianity): Explain what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Salvation (Christianity): What difference does the resurrection make to Christians?

Knowledge and Skills: Explain own ideas about answers to ultimate questions; express own values and remain respectful of others; compare and contrast lifestyles of different faith groups. Explain some of the different ways that individuals show their beliefs



Our Value: Creativity (Term 3) / Love (Term 4)

Reflections: Am I creative?

Oracy: We are asking questions to 'dig deeper'.

Thriving Together: We celebrate differences.