Year 6 Spring 2: Mountains: Friend or Foe?

Curriculum connections

English

6

Writing outcomes include: a narrative with suspense, a character description and a non-chronological report
Read various texts for meaning and comprehension.
Specific focus on answering with justification from the text and word meaning
Increase the legibility, consistency and quality of handwriting
Learn age appropriate spelling rules
Learn age and genre specific grammar rules and terminology

Maths

6

Algebra
Recapping Fractions, Decimals and Percentages
Geometry - 3d shape and nets
Co-ordinates, translation and reflection
Addressing any remaining misconceptions
Securing Arithmetic methods
Securing written methods for the four rules including for problem solving
Converting different units of measure
Using scale

Geography

6

Are all Mountains the same?
Locate the world's main mountain ranges, volcanoes and earthquakes

4

Know how mountains are formed; tectonic plates; the movement of the Earth's crust; why and how earthquakes happen, and their aftermath on both landscape and people
'Why do people live near volcanoes?' key aspects of types of settlement and land use

3

Map skills: Snowdon – grid references and symbols; follow a short route on an OS map and describe features shown; use scale to draw maps and measure distances
Communicate geographical information in a variety of ways

Art

6

Use different media to paint Mount Everest
Explore the medium of water colours and other available resources at home (i.e. colouring pencils/pens/crayons
Explore painting techniques using the above
Experiment with mixing colours

5

Use 1 point perspective to show foreground and background
Produce, edit and improve realistic paintings of Mount Everest

6

Year 6 Spring 2: Mountains: Friend or Foe?
Curriculum connections

Science
6 Describe how living things are classified into broad groups: according to common observable characteristics based on similarities and differences, including micro-organisms, plants and animals.
Give reasons for classifying plants based on specific characteristics.
Give reasons for classifying animals based on specific characteristics.

RE
6 **Holy week to Pentecost**
Explain the events and significance of Jesus' resurrection for Christians
3 Explore the significance of holy week for Christians
Explore how Pentecost helped grow the Christian church
Investigate how missionaries support the growth of the church
2

Computing
6 **Big Data 2**
Children learn the difference between mobile data and Wi-Fi and how data is transferred.
Children select, use and combine a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data.
Howdou
Google Classroom, Sheets, Forms, Jamboard, Calendar, Meet, Mail

PE
6 Dance – putting on a performance

5 Invasion games - handball

4

Music
6 **Composers and the orchestra**
Explore the piece 'Bolero' by Maurice Ravel and other famous works by classical composers. Develop their knowledge of the orchestra and take part in playing famous musical motifs and rhythms.

PSHE
6 **Celebrating Difference**
Understanding perceptions of normality
Understanding disability
Explain some ways in which one person or a group can have power over another
5 Understanding bullying behaviours
Understanding inclusion and exclusion
Differences as conflict, difference as celebration
Showing empathy

Year 6 Spring 2: Mountains: Friend or Foe?

Curriculum connections

Supporting children after school closure

This half term, the content in the curriculum map will be delivered through face-to-face lessons and/or remote learning on the Google Classroom, depending on pupil circumstances.

A priority will be to re-establish relationships, routines and expectations and to encourage strong behaviour for learning. Structured sessions will be delivered through the teaching of PSHE using the JIGSAWcurriculum and circle times, to knowledge pupils' experiences during school closures, address possible concerns and support the rebuilding of relationships and social engagement.

Effective assessment for learning will ensure pupils make accelerated progress, particularly the most disadvantaged, and we will continue to build on our successes through the National Tutoring Programme (NTP). This programme provides additional support to schools to help pupils whose education has been most affected by school closures and provide a long-term contribution to pupil's overall attainment.