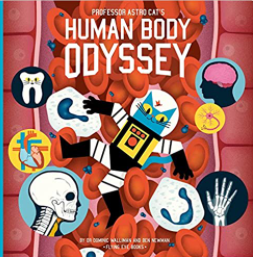
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| **Year 6- Mrs Sewell (M,T& W AM) and Mrs Cook (W PM, Th&F)** | **Spring Term 2025** | | |
| **Misty Mountains and Winding Rivers** | | |
| **English** | **Spring 1 - Novel: Holes by Louise Sachar**  Daily Guided Reading activities  Spring 1 – focus on fiction writing   * Description (The Tunnel) * Diary (Titanium) * Continuing a narrative * Explanation (geography link)   **Spring 2 - Novel: Malamander by Thomas Taylor**  Spring 2 – focus on non-fiction writing   * Informal letter * Formal letter * Non-chronological report about the human body (science link) * Persuasive writing * Explanation (geography link) | **Maths** | **Algebra**   * use simple formulae * generate and describe linear sequences * express missing numbers algebraically * find pairs of numbers that satisfy an equation with two unknowns   **Fractions, Decimals and Percentages**   * calculate decimal fraction equivalents * identify the value of each digit in numbers given to three decimal places * multiply one-digit numbers with up to two decimal places by whole numbers * use equivalences between simple fractions, decimals and percentages. * solve problems involving the calculation of percentages and use for comparison   **Measures**   * Area and perimeter; especially triangles and parallelograms. * Volume; especially cuboids   **Statistics**   * line graphs, dual bar graphs, pie charts * the Mean   **Geometry**   * Measure and classify angles * Angles in triangles, quadrilaterals and polygons * Circles * Nets of 3D shapes   **Position And Direction**   * Plot in 4 quadrants * Coordinate problems * Translations and reflections |
| **SCIENCE** | **Animals including Humans**   * identify and name the main parts of the human circulatory system * name the three types of blood vessel * describe the functions of the heart, blood vessels and blood * know that nutrients and water are transported around the body * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * investigate and understand that heart size and speed relates to the age, fitness and activity and can be improved * describe the ways in which nutrients and water are transported within animals, including humans * identify aspects of a diet that are healthy and unhealthy and the impact diet can have on the human body * identify how drugs impact on the way the human body functions and understand that certain drugs can have a positive effect in the form of medicine | **GEOGRAPHY** | * To know and locate the mountain ranges and the rivers flowing through the Alps, Andes, Himalayas, Rocky Mountains, Ural Mountains, Atlas, Snowy Mountains and the highest peak. * To know and locate waterfalls: Angel Falls, Niagara Falls, Victoria Falls, Gaping Hill * To know and locate the mountain ranges in the UK: Cairngorms, Snowdonia, Pennines, Grampian, etc. * To know and locate source and mouth of UK rivers: Severn, Thames, Trent, Dee (Scotland), Wye and Bann * To know that there are five main types of mountains and how they are formed. * To know the climate, weather and landscape of Mount Everest and the danger that it poses to climbers * To know who were Edmund Hillary and Tensing Norgay and that they climbed to the top of Everest. * To understand the key features of an OS map of Snowdon including: compass direction, the key, four and six-figure grid references, grid squares, scale. * To know and understand how rivers are formed and the importance of the water cycle. * To know and understand that the features a river and the surrounding landscape change from source to mouth * To know and understand the factors that cause rivers to flood and that Lincolnshire is prone to flooding (know the reasons why) |
| **PE** | **Gymnastics**  Working collaboratively in pairs to create a matching and mirroring sequence.  **Netball**  Developing skills in passing, receiving, shooting, defending and attacking. | **COMPUTING**  [This Photo](https://freepngimg.com/png/25305-world-wide-web) by Unknown Author is licensed under [CC BY-NC](https://creativecommons.org/licenses/by-nc/3.0/) | **Variables in games**   * Exploring variables when designing and coding a game   **Introduction to spreadsheets**   * Answering questions by using spreadsheets to organise and calculate data |
| **PSHE** | **Dreams and Goals**   * Personal goals, in and out of school * Success criteria * Emotions in success * Making a difference in the world * Motivation * Recognising achievements * Compliments   **Healthy Me**   * Taking personal responsibility * How substances affect the body * Exploitation, including ‘county lines’ and gang culture * Emotional and mental health * Managing stress | **RE** | **Is anything ever eternal? – Christianity**   * Looking at concepts of everyday life and evaluating if they are eternal? Eg, celebrities, memories, truth, love. * Studying a Christian wedding and the promises made – symbolism of the ring. * Does love last forever? Bible references studied in relation to this question. * Christian teachings in the commandments and Christians’ belief in Heaven. * Is going to Heaven a Christian’s only motivation for doing good things?   **Is Christianity still a strong religion over 2000 years after Jesus was on Earth?**   * Exploring the meaning of influence and inspiring. Who inspires and influences us? * Research into the origins of different Christian festivals and celebrations * How do Christian symbols and organisations impact us today? * What symbols and practises of Christianity are prevalent in the UK? * Create a balanced argument based on the enquiry question * What legacies would I like to give to the world? Creating guidance on how to make the world a better place |
| **ART** | **Wire sculpture**   * Study of Alberto Giacometti * Sketching of body positions that give the impression of certain emotions * Children use Paverpol, craft paper, tissue paper, paper towels, newspaper or other recycled paper to create sculpture. * Children will coat the paper with matte black acrylic paint. | **Design and Technology** | **Electrical Systems- More complex switches and Circuits-**  Working with the DT Lead from Bourne Grammar School, the children will be using their knowledge of electricity circuits from last year to design and make a small torch. |
| **MUSIC** | **Dynamics, pitch and texture (Fingal’s cave)**   * Engage in discussion about the sounds of an orchestral piece. * Have a selection of varied vocabulary in response to what they hear. * Change dynamics and pitch, differentiating between the two. * Take the role of conductor or follow a conductor. * Change texture within their group improvisation and talk about its effect. * Create a graphic score to represent sounds. * Follow the conductor to show changes in pitch, dynamics and texture. | **MFL** | **Do you have a pet?**    **The date** |
| **Additional information**  **PE days**  Tuesday and Friday  **Homework**  English or maths homework is sent home every Friday, to be handed in the following Wednesday  -Daily reading  -Regular TTRS practise (4 or 5 times a week) | | | |

**Recommended texts for Year 6 linked to our topics**

A picture containing map

Description automatically generatedGraphical user interface

Description automatically generated