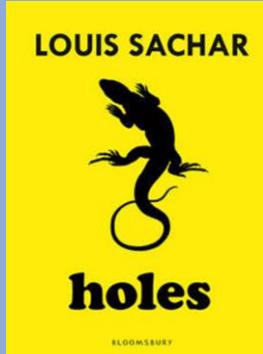
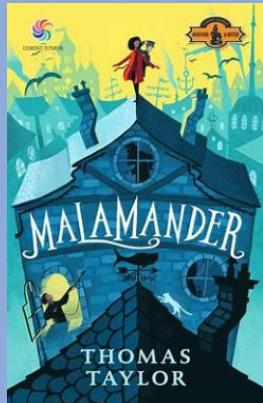
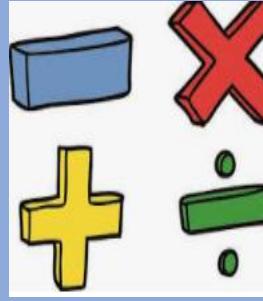
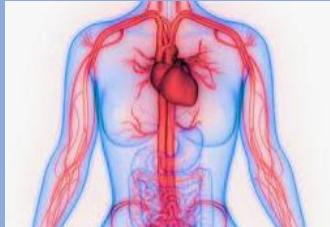


Year 6- Mrs Sewell and Mrs Cook	Spring Term 2025-2026 Misty Mountains and Winding Rivers		
<p>English</p>  	<p>Spring 1 - Novel: Holes by Louise Sachar</p> <p><i>Daily Guided Reading activities</i></p> <p><i>Spring 1 – focus on fiction writing</i></p> <ul style="list-style-type: none"> <li>• <i>Description (Camp Green Lake)</i></li> <li>• <i>Drama – Now Press Play</i></li> <li>• <i>Introducing a new character</i></li> <li>• <i>Explanation (Science Link)</i></li> </ul> <p>Spring 2 - Novel: Malamander by Thomas Taylor</p> <p><i>Spring 2 – focus on non-fiction writing</i></p> <ul style="list-style-type: none"> <li>• <i>Informal letter</i></li> <li>• <i>Formal letter</i></li> <li>• <i>Continuing a narrative</i></li> <li>• <i>Persuasive writing</i></li> </ul>	<p>Maths</p> 	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear sequences</li> <li>• express missing numbers algebraically</li> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> </ul> <p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>• calculate decimal fraction equivalents</li> <li>• identify the value of each digit in numbers given to three decimal places</li> <li>• multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• use equivalences between simple fractions, decimals and percentages.</li> <li>• solve problems involving the calculation of percentages and use for comparison</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Area and perimeter; especially triangles and parallelograms.</li> <li>• Volume; especially cuboids</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• line graphs, dual bar graphs, pie charts</li> <li>• the Mean</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Measure and classify angles</li> <li>• Angles in triangles, quadrilaterals and polygons</li> <li>• Circles</li> <li>• Nets of 3D shapes</li> </ul> <p><b>Position And Direction</b></p> <ul style="list-style-type: none"> <li>• Plot in 4 quadrants</li> <li>• Coordinate problems</li> <li>• Translations and reflections</li> </ul>

**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)*

<b>PE</b> 	<b>Gymnastics</b> <i>Working collaboratively in pairs to create a matching and mirroring sequence.</i>  <b>Netball</b> <i>Developing skills in passing, receiving, shooting, defending and attacking.</i>	<b>COMPUTING</b> 	<b>Variables in games</b> <ul style="list-style-type: none"> <li>Exploring variables when designing and coding a game</li> </ul> <b>Introduction to spreadsheets</b> <ul style="list-style-type: none"> <li>Answering questions by using spreadsheets to organise and calculate data</li> </ul>
<b>PSHE</b> 	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Personal goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul> <b>Healthy Me</b> <ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<b>RE</b> 	<b>Is anything ever eternal? – Christianity</b> <ul style="list-style-type: none"> <li>Looking at concepts of everyday life and evaluating if they are eternal? Eg, celebrities, memories, truth, love.</li> <li>Studying a Christian wedding and the promises made – symbolism of the ring.</li> <li>Does love last forever? Bible references studied in relation to this question.</li> <li>Christian teachings in the commandments and Christians' belief in Heaven.</li> <li>Is going to Heaven a Christian's only motivation for doing good things?</li> </ul>
<b>ART</b> 	<b>Wire sculpture</b> <ul style="list-style-type: none"> <li>Study of Alberto Giacometti</li> <li>Sketching of body positions that give the impression of certain emotions</li> <li>Children use Paverpol, craft paper, tissue paper, paper towels, newspaper or other recycled paper to create sculpture.</li> <li>Children will coat the paper with matte black acrylic paint.</li> </ul>	<b>Design and Technology</b> 	<b>Electrical Systems- More complex switches and Circuits-</b>  <i>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.</i>

## 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?



### My Home



### Additional information

#### PE days

Tuesday and Thursday

#### Homework

Maths homework is sent home every Wednesday, to be handed in the following Wednesday

Learning project homework should be sent into school on the last Monday of every term.

#### Daily reading

Regular TTRS practise (4 or 5 times a week) PLEASE ASK YOUR CHILD WHICH TIMES TABLES THEY ARE LEARNING FOR THEIR CURRENT CHALLENGE.