


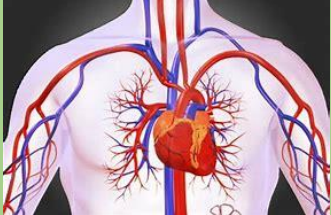

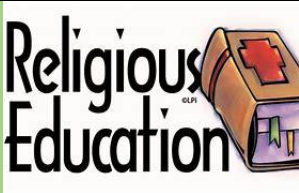


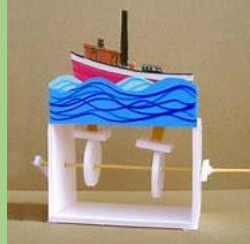

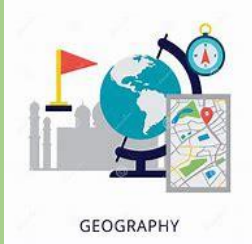


## Year 6 Spring 1 and 2 2022

	Spring 1	Spring 2
	<h3>Titanic</h3> <p>Firstly we will look at the lives of the workers of Yard 401 and the roles they had within the yard. We will look at the passengers and the different classes who sailed on the Ship of Dreams. We will delve into the different theories as to why tragedy struck.</p>	
	<p>Stormbreaker/ Pig Heart Boy/ The Explorer</p> <p>In order to develop decoding, comprehension, fluency and a real love of reading:</p> <p>There will be opportunities for children to read planned into EVERY lesson.</p> <p>Teachers will read to the class every day</p> <p>Reading skills will be taught and include decoding, word recognition, fluency, retrieval, inference, vocabulary, figurative language, background knowledge,</p> <p>Children will have independent reading for pleasure time EVERY day.</p> <p>Children will take home a book band book matched to their reading age and a reading for pleasure book to read and share with family members.</p>	
	<p>Maths No Problem Workbook 6A/B</p>	<p>Maths No Problem Workbook 6B</p>
	<p>Animals including humans</p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Living things and their habitats</p> <p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>I can give reasons for classifying plants and animals based on specific characteristics</p>
	<p>Data</p> <p>I can talk about how results are selected and ranked and explain how you may get a different result by using a different search engine. I know how to check if a website is reliable and can use it to collect data. I can plan the process needed to investigate the world around me. I can select the most effective tool to collect data for my investigation. I can check the data I collect for accuracy and plausibility. I can interpret the data I collect</p>	<p>Programming</p> <p>I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. I can explain and program each of the steps in my algorithm. I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. I can recognise when I need to use a variable to achieve a required output. I can use a variable and operators to stop a program. I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. I can use logical reasoning to detect and correct errors in algorithms and programs.</p>
	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</p>

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	<p>I can make connections between how believers feel about places of worship in different traditions. I can identify and describe the most important function of a place of worship. I can give examples of how places of worship support believers. I can explain why the support matters to believers. I can discuss my ideas about the importance of people in a place of worship</p>	<p>I can describe and make connections between examples of religious creativity. I can understand the value of sacred buildings and art. I can discuss and compare the importance of generosity and charity to buildings and art.</p>
	<p>British Values: E-safety: see computing Wider World: To know Rights and British Law around the world Relationships Health and Wellbeing:</p>	
	<p>Sculptures and the study of an artist I can develop skills in using clay inc. slabs, coils, slips etc. I can make a mould and use plaster safely. I can create sculptures and constructions with increasing independence. I can record and explore ideas from first-hand observation, experience and imagination, and explore ideas for different purposes.  We will study local artist McKenzie Thorpe</p>	<p>Drawing and Painting  * I can demonstrate a wide variety of ways to make different marks with dry and wet media. I can develop ideas using different or mixed media, using a sketchbook. I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. I can record and explore ideas from first-hand observation, experience and imagination, and explore ideas for different purposes.</p>
	<p>CAM toys  We will make a Titanic inspired CAM toy using, Cams, followers and Dowling.</p>	<p>Pulleys and Drive Belt  We will create a pulley system to lift and lower life boats</p>
	<p>Kodaly Rhythm Notation &amp; Instrument course We will learn to play the <u>U</u>kulele.</p>	<p>Ukulele →</p>
	<p>Human and physical knowledge Understand geographical similarities and differences through a <b>3-Way Comparison</b> between a local region of the UK/ region in a European country / a region of North <u>or</u> South America. We will locate Oceans and Ports that relate to Titanic's Route.</p>	<p>Locational knowledge  Identify the position and significance of Latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer/Capricorn, Artic/Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>