

New Rush Hall School – Year 6 (Sapphire) : Spring

English

In English this term pupils will be reading:

- Billionaire Boy by David Walliams

- The Witches by Roald Dahl

As well as daily independent reading, pupils will take part in storytime, both listening and reading along. Reading sessions will focus on developing predicting, summarising and inference skills and on fostering an enjoyment of texts from a variety of genres. Pupils will be creating their own narratives (build-up, conflict and resolution) focusing on spelling, punctuation and grammar and re-drafting to make improvements. Pupils will then produce character descriptions of the witches featured in the book, developing their use of adjectives, similes and metaphors. They will create their own spells and role-play the part of a witch. The class will use the text as a model for composing a letter from the Grand High Witch to the other witches. Within our theme lessons we will carry out research and present our findings.

Maths

In Maths this term pupils will be developing their knowledge of multiplication and division strategies, using practical resources to support their learning before moving on to applying their knowledge to a range of written methods. Pupils will then focus on fractions, from identifying and representing simple fractions to calculating with fractions. The class will use real life objects to support their growing knowledge of fractions e.g., cutting pizzas into halves, quarters, thirds etc., and using the parts made to support when adding fractions. Pupils will investigate factors, multiples, prime numbers and composite numbers. They will also explore ratio and proportion. Pupils will be exploring different ways of measuring length, mass, temperature and shape. They will then explore different ways of measuring and representing time. Pupils will explore telling the time on an analogue clock to o'clock, half past, quarter past and quarter to as well as measuring time in five-minute intervals. Pupils will estimate and measure areas and perimeters and will explore scaling lengths.

Science

In Science this term pupils will explore animals including humans. They will begin the topic by identify the main parts of the human circulatory system and how they work, before moving onto exploring the function of blood. As part of this topic pupils will be given the opportunity to dissect a heart, identifying the different parts and how they work. Finally, pupils will explore the effects of an unhealthy lifestyle on the heart and take part in an investigation exploring how heart rate is affected by exercise. Pupils will then move on to explore Light, starting with identifying the different parts of the eye and describing their functions. They will then investigate primary and secondary sources of light, explaining the difference between the two and how they occur. Pupils will then plan and investigate different materials: translucent, opaque and transparent, and look at where they might be used in real life. Finally, pupils will then investigate how light travels and can be reflected in different ways.

PSHE

In PSHE this term pupils will look at being safe in the local area. They will explore what facilities and transport options are available locally, using maps and going on local area walks to investigate what facilities are available to them. Pupils will look at safe places to go in the local area, and class discussions around why places are safe or not will be encouraged. They will then look at safety symbols, their meanings and when to call 999 for help as well as how to communicate with the operator. Pupils will identify what situations count as an emergency and will work together to write a script detailing an emergency situation before acting it out, taking on the role of both a 999 operator and a person needing help. Finally, the class will explore how viruses and bacteria are spread, identifying how to limit the spread and creating posters to share their ideas.

Art

In Art this term pupils will be exploring the theme Street Art. They will begin by investigating the work of prominent street artists such as Banksy and Basquiat, identifying and discussing the messages the artists are trying to share through their work. Pupils will then become street artists, designing and making their own stencil and using it to create pieces of art with a narrative. They will use tools such as craft knives to cut out their stencil design, and use spray paint to produce their piece of work. Pupils will need to consider the colours they choose to ensure their work is eye catching and stands out on their chosen background.

PE

In PE this term pupils will take part in putting some of the skills they have learned through Gymnastics and Handball into practice. Lessons will be based around football to begin with and then move on to Basketball. In Football pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement, developing their communicating skills. Teachers will model how to be a good team player and encourage good sportspersonship. Pupils will be able to engage in competitive and co-operative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other, which will continue to develop their resilience, patient and respect for one and other.

Geography

In Geography this term pupils will be exploring World Development. They will begin with defining development and exploring ways in which development is measured e.g., Human Development Index. They will compare economic and human factors such as life expectancy and income and discuss how one can impact the other. Pupils will then explore less economically developed countries and the most economically developed countries, locating these on a map and looking for any patterns in development, e.g., is the northern hemisphere more developed than the southern? Next, pupils will explore specific economic indicators and discuss what information can be gathered about a country based upon these. The class will use laptops to create tables and graphs of development data which they can then make into a presentation. Finally, they will investigate how physical factors impact development of a country e.g., climate, natural resources, location and natural hazards, discussing how location might hinder a country's development.

History

In History this term pupils will explore Mayan Civilisation. They start the topic by looking at the origins of Mayan Civilisation, pinpointing Ancient Maya on a timeline and locating where Mayans ruled on a map. Pupils will then investigate Mayan beliefs focusing on the importance of religion and the rituals carried out by the Mayan people. They will then explore what daily life was like for the Mayan people by looking at the type of clothing worn, food eaten and their homes. Pupils will use their creative skills to design and make a headdress similar to those worn by the Mayan people. They will then explore the importance of farming for the Mayans, identifying the different types of farming used, the crops grown and how they used the stars and weather patterns to ensure their farming was successful. Next, pupils will look at the Mayan number and alphabet system, comparing it to the systems they use today. They will end the topic with exploring how the Mayan civilisation declined.

Spanish

In Spanish this term pupils will develop memorisation strategies useful when learning a foreign language. They will then identify certain phonemes that are pronounced differently in Spanish. Following this, pupils will introduce themselves by using 'me llamo' and then they will ask/answer to '¿y tú?'. After this, pupils will be introduced to basic forms of the verb 'to be' in Spanish such as 'soy'. Pupils will then use this knowledge to give a basic description of themselves. Finally, pupils will explore the celebration of 'San Fermín'. Pupils will be introduced to give basic positive and negative opinions and the use of the correct word order in Spanish. This knowledge will then be used to describe an animal using two different colours and a connective. Following this, pupils will listen and respond to a simple story using repetition and gestures. Pupils will then use numbers 10-12. Finally they will listen, sing and translate a typical Spanish song about all the Spanish-speaking countries.

RE

In RE this term pupils will be exploring Easter Sunday. They will begin by identifying and explaining symbols associated with Easter before recapping and sequencing the Easter Story, re-telling it from the point of view of different characters. Pupils will then research Mary Magdalene, the Disciples and the guards/crowds accounts and compare the different versions of the story. After exploring different versions of the Easter Story the class will focus on Jesus' resurrection, looking at different images and discussing what is happening and the key features, before comparing them. Pupils will then explore stories derived from Easter themes. The class will look at why Easter is important to Christians and identify similarities and differences between different Easter celebrations within the Christian community. Pupils will focus on the teachings of Easter and the impact it has on Christians today. Finally, pupils will reflect on the whole topic evaluating Easter Sunday and why it is important to Christians.

Enrichment

As part of the Enrichment Programme, pupils will be given the opportunity to experience:

Swimming: Lessons will be on offer to pupils at the local swimming pool. Lessons will be taught by a Swimming Coach who will support pupils in developing their swimming skills such as getting in and out of the pool safely, controlled breathing, floating and treading water and swimming with forward motion.

Box Up Crime: Pupils will have sessions with local social youth organisation Box Up Crime, whose vision is to harness the talents of young people. Boxing teaches determination, courage and perseverance. Pupils will take part in a programme designed to support their mental wellbeing, physical fitness and stamina. They will learn strategies to manage self-control, manage their emotions and become more resilient. Evidence suggests that the skills and discipline that boxing requires supports focus in the classroom.