

## English

### *Writing*

**Writing outcome one:** narrative with a focus on speech dialogue using 'swing of change' from Literacy Shed+

**Writing outcome two:** Prequel writing using the video stimulus 'Titanium'

**Writing outcome three:** suspense writing based on 'Windrush Child'

Incorporating the Year 6 *GPS* curriculum

### *Reading*

**Main text - 'Windrush Child' - Benjamin Zephaniah**

Plus other texts -

- Kick - Mitch Johnson
- You can't stop the beat - Hairspray
- A story like the wind - Gill Lewis and Jo Weaver
- The Arrival - Shaun Tan
- Coming to England - Floella Benjamin
- The promise - Nicola Davies
- Beautifully different, wonderfully the same - Joseph Coello
- Rise up - Andra Day
- Can you see me - Libby Scott
- I am not a label - Naoki Higashida
- Romani Tale - Jimmy the peg maker, The wordpecker

*Spelling* - RWI scheme

*Handwriting*

## Maths

### **Measurement - converting units**

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Miles and kilometres
- Imperial measures

### **Ratio**

- Add or multiply?
- Use ratio language
- Introduction to the ratio symbol
- Ratio and fractions
- Scale drawing
- Use scale factors
- Similar shapes
- Ratio problems
- Proportion problems

### **Algebra**

- 1 step function machines
- 2 step function machines
- Form expressions
- Substitution
- Formulae
- Form equations
- Solve 1 step equations
- Solve 2 step equations
- Find pairs of values
- Solve problems with two unknowns

### **Decimals**

- Place value within 1
- Place value - integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply and divide by 10, 100 and 1000
- Multiply decimals by integers
- Divide decimals by integers
- Multiply and divide decimals in context

### **Area, perimeter and volume**

- Shapes - same area

## Science

### **Climate Change and sustainability**

- I have an understanding of fossil fuels and recognise that they are non-renewable
- I can understand air pollution and how this can be reduced
- I can explain what a carbon footprint is and how to reduce it
- I can investigate wind as a renewable energy source
- I can investigate water as a renewable energy source

- |  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"><li>• Area and perimeter</li><li>• Area of a triangle - counting squares</li><li>• Area of a right-angled triangle</li><li>• Area of any triangle</li><li>• Area of a parallelogram</li><li>• Volume - counting cubes</li><li>• Volume of a cuboid</li></ul> |  |
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**RE**

Why is there suffering? (part 1)

- How do people suffer?
- What is free will?
- Why do we cause suffering?
- Does being good always mean less suffering?
- If God is all powerful, can suffering not be stopped?
- How might beliefs about Jesus affect responses to suffering?

**Year 6**  
**Spring Term 2**



**Who is The Windrush  
 Generation?  
 What was their  
 contribution to  
 rebuilding Britain after  
 WWII?**

**PSHE**

**Rights and Respect (SCARF)**

- Two sides to every story
- Fakebook friends
- What's it worth?
- Jobs and taxes (OPTIONAL)
- Happy shoppers - caring for the environment
- Action stations! (OPTIONAL)
- Project Pitch (parts 1 & 2) (OPTIONAL)
- Democracy in Britain 1 - Elections
- Democracy in Britain 2 - How (most) laws are made
- Community art (OPTIONAL)

**Computing**

Programming - variables in games

**ART**

Exploring Identity

**History**

**French**

None this term

**Music**

Leaning about jazz

**Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?**

The aim of this pathway is to enable children to explore how artists embrace aspects of their experience of life – using their background, culture, race, gender, and interests to inform and shape their artwork.

**Session 1** - Rebuilding Britain after WWII

**Session 2** - What was The Empire Windrush?

**Session 3** - Why were black people treated unfairly and differently - was this due to racism?

**Session 4** - Who was Claudia Jones and why is she significant?

**Session 5** - Who are The Windrush generation now?

**Geography focus**

**(Teach history session 1 first)**

**Session 1** - To locate the Caribbean and describe its climate

**Session 2** - To explore the physical geography of the Caribbean

**(Teach history session 2 and 3)**

**Session 3** - What are Trinidad and Tobago and what are they like? **(teach alongside history session 4)**

**(Teach history session 5)**

Untuned percussion 2  
Latin percussion

**PE**  
**(Sports4All)**  
**OAA**

**Gymnastics**

**Session 4** - To compare the Caribbean  
and the UK

