

## Curriculum Information

Term: Spring Term 3

Class/Year Group: Year 6

Inspiration/Theme: Why do people leave their homeland?		Outcome of learning: Diary entry from the perspective of Alem (Refugee Boy)/non-chronological text about migration	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>'Refugee boy' by Benjamin Zephaniah</p>  <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>Be able to infer by using clues in the text</li> <li>Retrieve and record information</li> <li>Find and explain the meaning of words in context</li> </ul> <p><b>Poetry skills</b></p> <p>Through the inspiration of 'My Gran visits England' by John Agard:</p> <ul style="list-style-type: none"> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<p><b>Hook/Stunning Start</b> Sharing personal heritage homework.</p> <p><b>Trips/Visitors/Marvellous Middle</b> Correspondence with Flying Seagull project and writing letters to explain why we will be fundraising for the charity.</p> <p><b>Celebration/Fabulous Finish</b> Art Gallery for parents to buy finished artwork. Donations to Flying Seagull project.</p> <p>Skype across the trust and share performance poetry at the end of term.</p>	<p>Diary entry for Refugee boy</p> <p>Art gallery for parents</p> <p>Class book of non-chronological reports on migration</p> <p>Personal heritage homework displayed</p> <p>Letters to Flying Seagull project</p>	<p>Language of prediction <i>I predict, I believe, that said, given that, (Challenge) if it were me, If I were n arrival...</i></p> <p>Language of explanation and opinion. .....<i>such as</i>..... <i>Due to</i>.....<i>x has / is</i>..... <i>In summary</i>..... <i>Owing to</i>.....<i>x has / is</i>..... <i>This has altered</i>..... <i>Evidently</i>..... <i>Consequently / Based on fact / Because of my beliefs</i>..... <i>To hold the view / After consideration</i> <i>After / On reflection</i> <i>It is my understanding that</i>..... <i>The facts lead me to the conclusion that</i>.....</p>
Topic Table	Book area	Home Learning	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>Why do people migrate?</li> <li>Social, economic, religious reasons?</li> <li>Do they always migrate with their families? Why? Why not?</li> <li>What is life like in their new country?</li> </ul> <p><b>Key images/artefacts</b></p> <p>Passport Tickets Old photos Postcards</p> <p><b>Key vocabulary</b> migrant</p>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What are you first impressions of the UK? What's the same? What's different?</li> <li>Do you think Alem will settle in? What evidence do you have?</li> <li>How do you feel if you were Alem?</li> </ul> <p><b>Key images/artefacts</b></p> <p>Photos from book Maps of locations in 'Refugee Boy' Pictures of passports and travel documents</p>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p> <p><b>Super Six activities</b> PSHE – researching personal heritage Science – top tips of how to keep your body healthy History – researching migration into Britain from the commonwealth</p>	

immigrant migration push and pull factors	<u>Key vocabulary</u> Infer, comparison, similarities, retrieve, contrast, deduce	Geography – Where are Commonwealth countries? Art – creating a sculpture that represents migration English – write a hidden chapter which would fit into an area of our core text: Refugee boy
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English	Maths	Science	PE
<p><u>Curriculum outcomes:</u> Children will write a diary using the first person narrative. Children will write a non-chronological report on migration. The children will use their performance skills in poetry.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>Identify features of diaries, poems and non-chronological reports.</li> <li>Use semi colons effectively</li> <li>Use accurate tenses (inter-changeable within a text)</li> <li>Change the level of formality within a text</li> <li>Understand and identify the subject and object within sentences</li> </ul> <p><u>Vocabulary</u> acceptance, equality, diversity, tolerance, compassion, factors,</p>	<p><u>Curriculum outcomes:</u> Children will be learning about fractions, decimals, percentages and mass.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>Simplifying, comparing and ordering fractions.</li> <li>Adding, subtracting, multiplying, and dividing fractions.</li> <li>Writing and reading decimals</li> <li>Dividing whole numbers to give a decimal answer</li> <li>Converting fractions and percentages</li> <li>Writing fractions as decimals</li> <li>Multiplying and dividing decimals</li> <li>Converting units of length, mass, volume and time</li> </ul> <p><u>Vocabulary</u> comparing, ordering, units, mass, amount, common</p>	<p><u>Curriculum outcomes:</u> Children will explain the impact of diet and exercise on health. Children will be able to do this through the use of diagrams, labels and graphs.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>Identify a detailed classification system.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p><u>Vocabulary</u> classify, recognise, impact, reduce, heighten, lifestyle, function</p>	<p><u>Curriculum outcomes:</u> Children will combine balance, agility, coordination and movements accurately through the use of gymnastics and swimming(if appropriate)</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>To praise and encourage others in our team.</li> <li>To praise and encourage others in other teams.</li> <li>Select appropriate catching and throwing techniques.</li> <li>A well-developed understanding of healthy lifestyle choices.</li> <li>Read and react to game situations as they develop.</li> <li>Plan an effective warm up and warm down.</li> <li>Recognise and suggest patterns of play which will increase success.</li> </ul> <p><u>Vocabulary</u> reactions, effective, evaluation, alternatives</p>
Geography	History	Computing	DT
<p><u>Curriculum outcomes:</u> Children will be able to compare similarities and differences between two regions in the world.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of physical and human geography of a region of the UK and a region in another country</li> <li>Use maps and digital/computer mapping to describe physical features of Wiltshire and a region of East Africa</li> </ul>		<p><u>Curriculum outcomes:</u> Children will use digital mapping to describe the physical features of Wiltshire and East Africa.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of physical and human geography of a region of the UK and a region in another country</li> <li>Use maps and digital/computer mapping to describe physical features of Wiltshire and a region of East Africa</li> </ul>	

<p><u>Vocabulary</u> Physical features, region, comparison, common features</p>				
PSHE	RE	MFL	Art	Music
<p><u>Curriculum outcomes:</u> Children will explain the impact of money and how it can give us choices.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Understanding how having money gives us choices</li> <li>• Listen attentively</li> <li>• Respond respectfully</li> <li>• Speaking frames</li> <li>• Peer learning</li> <li>• Cooperation</li> </ul> <p><u>Vocabulary</u> evaluation, co-operation, empathy, intrinsic</p>		<p><u>Curriculum outcomes:</u> Children will have a simple conversation about food and classroom objects.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• To be able to have a simple conversation about food and ask the preferences of others.</li> <li>• Recognise classroom objects</li> </ul>	<p><u>Curriculum outcomes:</u> The children will continue to develop the use of visual elements in art, exploring line, tone and colour</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Children will continue to develop use of visual elements in art, exploring independently line, tone, colour, perspective, texture, form and pattern</li> </ul>	<p><u>Curriculum outcomes:</u> Children will continue to develop their singing sings by keeping in time with the beat and using body percussion.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> <li>• Develop singing skills by singing songs about the wintertime and food.</li> <li>• Keep in time with the beat.</li> <li>• Respond appropriately if the beat gets faster.</li> <li>• Use body percussion to stay in time and show beat.</li> <li>• Play simple rhythms on percussion instruments.</li> </ul>