

Curriculum Information

Term: Spring Term 4

Class/Year Group: Year 6

Inspiration/Theme: Are we a tolerant society?	Curriculum Driver: PSHEE/Citizenship	Outcome of learning: Write a narrative description in the first person, a narrative story in the first person and write and perform a campaign speech	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>'Wonder' by R.J.Palacio 'Let there be peace' by Lemn Sissay and 'Who's who' by Benjamin Zephaniah</p> <div style="display: flex; justify-content: space-around;">   <div style="background-color: #333; color: white; padding: 5px; font-size: 8px;"> Who's Who I used to think nurses Were women, I used to think police Were men, I used to think poets Were boring, Until I became one of them. </div> </div> <p>Reading skills</p> <ul style="list-style-type: none"> Clarify vocabulary Use evidence in the text to explain Use skills of inference <p>Poetry skills</p> <ul style="list-style-type: none"> Identifying figurative language Discussion around the use of layout and repetition for effect 	<p>Hook/Stunning Start Immersion through drama into the main characters of Wonder</p> <p>Trips/Visitors/Marvellous Middle (Yr6) Bath taps into Science/ (Yr. 5+6) Sharing narrative writing with another year group</p> <p>Celebration/Fabulous Finish Speech/campaign afternoon for parents to come and watch</p>	<p>Pop Art to represent how the children think various characters look</p> <p>Children to write their own inspirational quote – to be displayed in the book corner/topic wall</p> <p>Book of speech/campaign articles about equality</p>	<p>Language of prediction <i>I predict, I believe, that said, given that, (Challenge) if it were me,</i></p> <p>Language of explanation and opinion.</p> <p>.....<i>such as</i>.....</p> <p><i>Due to</i>.....<i>x has / is</i>.....</p> <p><i>In summary</i>.....</p> <p><i>Owing to</i>.....<i>x has / is</i>.....</p> <p><i>This has altered</i>.....</p> <p><i>Evidently</i>.....</p> <p><i>Consequently / Based on fact / Because of my beliefs</i>.....</p> <p><i>To hold the view / After consideration</i></p> <p><i>After / On reflection</i></p> <p><i>It is my understanding that</i>.....</p> <p><i>The facts lead me to the conclusion that</i>.....</p>
Topic Table	Book area	Home Learning	
<p>Key questions</p> <p>If you were Julian, what would be your first impression of Auggie?</p> <p>What are the significance of the quotes for each person's perspective?</p> <p>Why has the author chose to include the quote: 'When given the choice between being right or being kind, choose kind' and how does it link to the themes in Wonder?</p> <p>Key images/artefacts</p> <p>helmet, braid, Star Wars related toys/images, quotes from the book displayed</p> <p>Key vocabulary</p> <p>acceptance, equality, judgemental, sensitivity, inclusive, society, friendship, resilience,</p>	<p>Key questions</p> <p>From which character perspective has the book been written?</p> <p>Re-write this section from another character's perspective.</p> <p>What does the front cover and blurb suggest about the story?</p> <p>If you were the author – what decision would you make at this point in the story?</p> <p>What emotions does the character feel at this point in the story? Point, evidence, explain.</p> <p>Key images/artefacts</p> <p>Photos from book. Inspirational quotes</p> <p>Maps of locations in 'Wonder'</p> <p>Key vocabulary</p> <p>summarise, stereotypes, evoke, prediction , evidence, quotes, retrieval</p>	<p>Weekly Home Learning:</p> <p>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.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p> <p>Super Six activities</p> <p>PSHE – Write your own 'precept'</p> <p>Science – classify plants in your garden or in the local area</p> <p>RE – Create a word map of all the vocabulary associate with the terms 'fairness' or 'justice'</p> <p>PE – design a poster of an effective warm up and warm down with top tips</p> <p>Art – construct a model that represents diversity</p> <p>English – write a diary entry from the perspective of your favourite character</p>	

English	Maths	Science	PE
<p>Key learning:</p> <ul style="list-style-type: none"> • Use characterisation to explain motives • Use show not tell in descriptions • Consistent use of punctuation • First person narrative • Cohesion between and within paragraphs • Use of emotive language • Use a range of facts and figures to support persuasion • Apply figurative language in description • Use a balance of dialogue and description in narrative writing <p>Vocabulary acceptance, equality, diversity, tolerance, compassion, factors, barriers, hindering, collaboration</p>	<p>Key learning:</p> <ul style="list-style-type: none"> • Investigate opposite angles; to use prior knowledge of angles to solve problems involving angles. • Determine and show the sum of the angles inside a triangle. • investigate and determine angles in quadrilaterals. • Name the parts of a circle; to calculate diameter and radius using parts of a circle. • Draw triangles using measurements and angles as the starting point; to use a protractor to draw triangles using angles. • Describe the positions of objects on a coordinate grid; to use x and y axes to determine the position of objects on a grid <p>Vocabulary position, radius, coordinate, determine, calculate, diameter, parallel, vertex, diagonal</p>	<p>Key learning:</p> <ul style="list-style-type: none"> • Explain why all living things are classified • Make a key to classify plants • Identify scientific evidence that has been used to support or refute ideas or arguments. • Record data and results using scientific diagrams, labels, classifications keys, tables, scatter graphs, bar and line graphs. <p>Vocabulary function amphibian, reptile, bird, mammal, scales, feathers, flowering plant, non-flowering plant classification, vertebrate, invertebrate, Kingdoms: animal, plant, 'micro-organism',</p>	<p>Key learning:</p> <ul style="list-style-type: none"> • Praise and encourage others in other teams. • Select appropriate catching and throwing techniques. • Read and react to game situations as they develop. • Plan an effective warm up and warm down. • Recognise and suggest patterns of play which will increase success through the sport of netball and swimming <p>Vocabulary success, recognition, reactions, effective, evaluation, alternatives</p>
Geography	History	Computing	DT
		<p>Key learning:</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable; identify a range of ways to report concerns about content and contact • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals <p>Vocabulary Internet, email, blogging, messaging, posting, stream, classroom, Google Forms, survey, results, Google Sites, website, design</p>	

PSHE	RE	MFL	Art	Music
<p>Key learning:</p> <ul style="list-style-type: none"> understand some of the feelings that people have when someone close dies or leaves. Recognise and challenge stereotyping and discrimination Consider how the media can influence the way we think and feel about people and situations <p>Vocabulary sympathy, self-esteem, evaluation, co-operation, empathy, value, understanding</p>	<p>Key learning:</p> <ul style="list-style-type: none"> Express personal responses to the challenges and benefits of living in a diverse community. Ask and respond to questions about fairness and justice Ask and respond to questions about the importance of belief or values in guiding choices. Compare similarities and differences between the code for living used by Christians and followers of at least one other religion. <p>Vocabulary code, challenges, diverse, guide, followers, acceptance, responses</p>	<p>Key learning:</p> <ul style="list-style-type: none"> Identify various names for transport Be able to talk about hobbies and pets confidently Identify rhyming words in a French poem <p>Vocabulary Jouer, Faire, voudrais-tu, pourquoi, aller,</p>	<p>Key learning: Create block prints</p> <ul style="list-style-type: none"> Explore complimentary colours Draw negative shapes Evaluate and improve work <p>Vocabulary tertiary colour, complimentary, palette, negative shape, proportion</p>	<p>Key learning:</p> <ul style="list-style-type: none"> Explore Samba rhythms Compose repeated patterns Create movements to South American music and create a carnival themed performance. <p>Vocabulary Carnival, movements, themed, exploration, discovery</p>