



**Curriculum Planner**

**Term: Spring 2 2021 Year Group: 6**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

Church school value of the term:		British value of the term:	
Trust		The Rule of Law	
<p><b>“Dream big”</b>            Vocabulary and language enrichment            Reading for enjoyment            Our local community            Global learning</p> <p>Vocabulary focus linked to:            Geography: How to protect our planet?            Science: Animals, including humans            RE: Creation – Understanding Christianity            Class read: The Goldfish Boy and The House with Chicken Legs            Global learning: What is the best way to protect the environment?</p>	<p><b>“Love God”</b>            Church school values            Christian distinctiveness            Social, Moral, Spiritual, Cultural            Caring for our environment</p> <p>Trust – Collective worship focus.            • Class collective worship book.            • Class reflection area.            • Visits to the Peace Garden.            • Science- learning about animals and how to care for our environment            • Cultural capital            • Litter picking on the playground</p>	<p><b>“Live well”</b>            Healthy Lifestyles            Emotional Wellbeing            Staying safe            Healthy Relationships</p> <p>Computing – Internet Safety day            • PSHE/RSE – Links to healthy relationships and looking at peer pressure            • Cultural capital            • Golden Mile daily            • Handwashing and social distancing            • Cool down station and activities in the classroom            • Worry box in the classroom</p>	
<p><b><u>English</u></b></p> <p>Non-chronological reports based on The Whale by Ethan and Vita Morrow</p> <p>Setting descriptions based on The Whale by Ethan and Vita Morrow</p> <p>Poetry - using Martin Luther King’s speech as stimulus</p>	<p><b><u>Mathematics</u></b></p> <p>Measurement - converting units</p> <p>Measurement - Perimeter, Area and Volume</p> <p>Number: Ratio</p> <p>Statistics</p>	<p><b><u>Science</u></b></p> <p><b>Animals, including humans</b>  <b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Human circulatory system</li> <li>• Functions of the blood vessels and blood</li> <li>• Transportation of water and nutrients</li> <li>• Impact of exercise on body functions</li> <li>• Investigate heart rates</li> </ul>	

Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Draft and write by: précising longer passages.

Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.

Draft and write by: using further organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by: distinguishing between the language of speech and writing and choosing the appropriate register.

Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.

Proofread for spelling and punctuation errors.

Use dictionaries to check the spelling and meaning of words.

Use a thesaurus.

- Research effect of diet on the body
- Research the effect of drugs on the body

<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p><b>Creation – Understanding Christianity</b></p> <ul style="list-style-type: none"> <li>• To understand what Genesis tells us about the creation of life</li> <li>• To understand why the Creation story is important</li> <li>• To understand the different views on Creation</li> <li>• To explore how some scientists are also Christians</li> <li>• To write a balanced argument and draw my own conclusions</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p style="text-align: center;">Text Adventures</p>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p style="text-align: center;">Y6F – Dance</p> <p style="text-align: center;">Y6M – Invasion Games (Rugby)</p>
<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b>Geography Knowledge:</b> <i>Protecting our Planet</i></p> <p><b>Human and physical geography:</b> Describe and understand key aspects of: Human geography: natural energy resources</p> <p><b>Geographical skills and fieldwork:</b> Use fieldwork to observe, record, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p style="text-align: center;"><b><u>Art</u></b></p> <p><b>Art &amp; design:</b> Batik and embellished pollution scene</p> <ul style="list-style-type: none"> <li>• To explore a particular art form</li> <li>• To plan a project</li> <li>• To use equipment and materials safely and carefully.</li> <li>• To select and attach appropriate embellishments</li> <li>• To evaluate the work produced</li> </ul>	<p style="text-align: center;"><b><u>Music</u></b></p> <p style="text-align: center;"><b>CHARANGA:</b> 'You've got a Friend' by Carole King</p> <p style="text-align: center;">Listening and appraising Playing instruments with the song using notation Improvisation and composition with the song</p>

**PSHE/RSE**

Routines Week

Equality focusing on civil partnerships and marriage, human rights, discrimination of individuals and communities. Looking at associated relationships and feelings and attitudes.

**Foreign Language: French**

Furniture Vocabulary

**SMSC**

**Spiritual development-**

- To understand the different views on Creation
- To develop a deeper understanding of the Easter story
- Rule of Law: How do rules support us to live a peaceful life?
- Developing coping strategies for when we have worries and anxieties – Transition for all pupils in school following the national lockdown.

**Moral development –**

**Rule of Law**, our British Value for the Term. Rules help us to keep safe and help us to live in peace. Without them, life would be unfair. What can you do to make sure everyone is treated fairly?

How do rules help us to:-

- Protect the planet
- Natural Energy Resources

What makes a relationship happy or unhappy?

**Social development-**

- Rule of Law, our British Value for the Term.
- To discuss the value and the fact that everyone is equal before the law.
- What would life be like without rules?

**Cultural development –**

- **The Rule of Law** – looking at

		<p>democracy and what this means in society and to us within a school community.</p> <ul style="list-style-type: none"> <li>• Read and share books from different cultures.</li> <li>• Bishop King Day – March 8<sup>th</sup> 2021</li> <li>• Language of the moment</li> </ul>
<p style="text-align: center;"><b><u>Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Restaurant visit to look at locally sourced food and food wastage</li> <li>• Recycling centre – North Hykeham</li> <li>• Refresh – drama workshop</li> <li>• Farmhouse Breakfast event to understand the importance of a healthy breakfast</li> <li>• Golf as part of our PE curriculum</li> </ul> <p>These may be restricted due to Covid limitations</p>		
<p style="text-align: center;"><b><u>Global Learning</u></b></p> <p style="text-align: center;">Tolerance of other beliefs</p> <p style="text-align: center;">Protecting the planet</p> <p style="text-align: center;">Natural Energy Resources</p>	<p style="text-align: center;"><b><u>Caring for our environment</u></b></p> <ul style="list-style-type: none"> <li>• Recycling bins in classrooms</li> <li>• Whole school audit based on travel, energy and water consumption, school grounds and food and drink – Geography link 'Caring for our environment.</li> </ul>	
<p style="text-align: center;"><b><u>Parental Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Parents to join orienteering day – Date to be confirmed, (if Covid restrictions permit.)</li> </ul>	<p style="text-align: center;"><b><u>Visits and Visitors</u></b> <b><u>(Our local community)</u></b></p> <ul style="list-style-type: none"> <li>• Orienteering visitor</li> </ul>	