

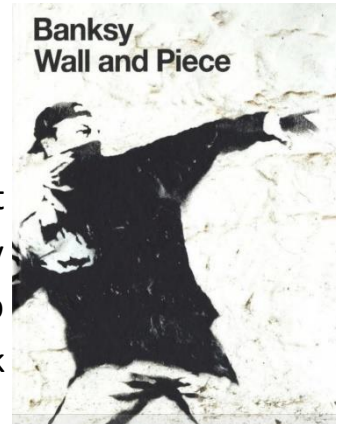


# Year 6, Spring 1

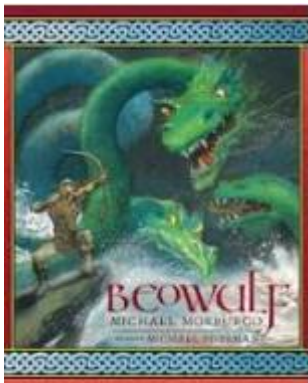


## Wall and Piece

In this art-based unit, we will be looking at the work of influential artist Banksy. We will be learning about how Banksy uses stencils and spray paint to create urban art which convey political messages. Coming up with our own message, we will then create a stencil and create artwork in the same style.



## Narrative Writing



Writing will focus on narrative our Beowulf text. We will explore rich language and historical references to then write our own atmospheric version of Grendel's journey across the moor to the Great Mead Hall. The unit will finish by exploring how we can use dialogue to convey character and to advance actions. We move onto exploring the way atmosphere and character is used in Alma, an animated story set in a small French village about a girl who makes a bad decision....



## We are Volcanologists

Building on our knowledge of mountains, we learn and explore the different types of mountains; the location of tectonic plates and that mountains, volcanoes and earthquakes occur at the boundaries of these plates; converging (destructive), diverging (constructive and transform plate boundaries; main features of shield and cone volcanoes.



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## Subject Overview

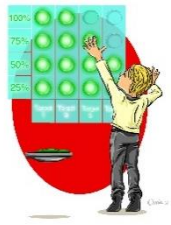







	READING: Children will have guided reading sessions each week. They will be encouraged to engage with a wide range of genre from our well-stocked library. All children will be set a reading target in the first few weeks which will be regularly reviewed with rewards for children that reach it.
	WRITING: Pupils will explore and produce extended writing across a range of genre — Beowulf & Alma. They will learn how to draft, re-draft and edit effectively.
	MATHS: Children build on their knowledge about <b>Place Value, Addition, Subtraction, Multiplication and Division, Statistics and Shape in Geometry</b> . They develop further skills in <b>Fractions, including decimals and percentages</b> and <b>Measurement</b> convert between miles and kilometres and finding volume. <b>Ratio and Proportion</b> and <b>Algebra</b> are fairly new concepts for the children to grapple with, along with <b>Position and Direction in Geometry</b> .
	COMPUTING: <b>Spreadsheets theme park design</b> Building on from the YR 4 spreadsheet unit, children will use the skills that they have acquired to enter data into columns and rows. They will explore basic formulas such as sum to total profit/loss and future forecasting. Presenting this on a graph to consider how successful they were in this project.
	DESIGN AND TECHNOLOGY: <b>Ready, Steady, Cook (5hrs)</b> Children recap the main skills and knowledge learnt through the 'We Are Chefs' journey. Being presented with a range of produce, they plan a healthy meal – developing a simple recipe and menu. The best dish from each class goes through to a MasterChef final.
	GEOGRAPHY: <b>WE ARE Volcanologists – Volcanoes Aspirations</b> – as volcanologists, pupils use their previous knowledge on the earth's structure to consider how volcanoes are created. Sense of Place – pupils consider why people would want to live near a volcano and learn the different features that are found there.
	MUSIC: <b>Sounds of the 60s and Guitar Greats</b> In this unit, children will make links with knowledge from Year 3 and 50s Rock and Roll. They appreciate that the culture of the 60s shaped music and fashion and that it was a very exciting time for musicians. Many styles emerged at this time. Children listen and appreciate a variety of iconic hits including Paint It Black, My Generation etc and know the style of The Beatles and the impact this band have had and the contribution they have made. Beatles hits and albums are compared, and preferences given. Further links are made with Year 3 and knowledge of the 12 Bar Blues. This time, children use a variety of notes within the chord to play a sequence. Children are introduced to reading TAB for the first time and learn how to play simple riffs on guitars. Children identify the iconic Kashmir riff and recreate this. Other riffs including The White Stripes and Deep Purple are taught. Children recreate songs such as 7 Nation Army as a class – vocals, rhythm on drums and riffs on guitars and/or keyboards.
	PHYSICAL EDUCATION (PE): <b>Table Tennis</b> Develop basic skills and match play. <b>Hockey &amp; Basketball</b> Developing match play and refining attacking and defensive awareness. <b>This is a tricky one...</b> Trying different strategies to solve problems and what roles can be taken in a group.
	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): <b>Current Affairs</b> This unit will move with whatever news is current and relevant but should focus on areas such as: climate change, democracy, diversity, media, eco issues, different cultures and British values. Children will learn skills in empathy, discussion and debate, and active listening; and understand the difference between fact and opinion – or real v fake news.
	SCIENCE: <b>We Are Biologists - Living things and their habitat (Classification)</b> Children learn how we can use similarities, differences and observable properties to classify all living things systematically. In this unit children will revise Mrs Gren and how to use classification keys from Year 4 before exploring/investigating how to use these in greater depth. They will then learn about Carl Linnaeus' seven level system of classification and how scientists are able to use it to name and differentiate between all of the millions of different species on Earth. <b>Focus scientist:</b> Carl Linnaeus.



# Year 6, Spring 1

## Year 6 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 6. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Gold Award.

Attitude	Creativity	Relationships	Organisation
<b>Aspiration</b> 	<b>Innovation</b> 	<b>Participation</b> 	<b>Managing Risk</b> 
<p>Identify your aspirations for the future – this can be a career or other goals you'd like to achieve. Research this area and present your aspirations, reasons for them, and steps needed to achieve this.</p>	<p>Get involved in creating ideas for Year 6 challenges (bookstall/ uniform sales). Get involved in the Christmas &amp; Summer Fayres and Y6 Race Day (and any other innovative opportunities) to help raise money for charity.</p>	<p>Run an event at a school fayre or as part of your innovative Y6 idea. Be a regular member of a club inside or outside school.</p>	<p>Keep yourself safe! Identify risks and hazards you are presented with, make the right choices to keep yourself safe – that could be telling an adult. Become more independent in your actions in preparation for secondary school.</p>
<b>Competitiveness</b> 	<b>Spotting and Creating Opportunities</b> 	<b>Managing Difficult Situations</b> 	<b>Reflectiveness</b> 
<p>Represent the school at least once during the year (PE and sport, music or any other subject competition). Enter a school, local or national competition at least termly.</p>	<p>Take responsibility for your learning, seek out further learning about topic that interests you (from lessons or outside interests). Try something new this year - perhaps an extra-curricular club you have never tried before?</p>	<p>Remain calm and actively seek solutions when trying to solve a difficult situation – remember to get help if you need it.</p>	<p>Set targets for your learning and reflect on how much you have achieved so far. Understand how you can always improve your work and identify next steps for your learning. Keep a regular blog / diary, reflecting on your successes and next steps in your learning.</p>