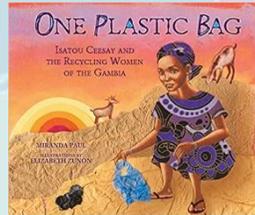
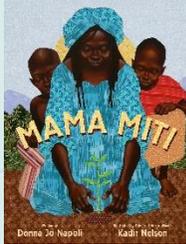
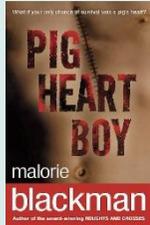


Year Six

Spring Term – ‘Global Citizens’

As readers, our children will use the following texts to support their learning:



Fiction

‘Pig Heart Boy’ by Malorie Blackman
 ‘Mama Miti’ by Donna Jo Napoli
 ‘One Plastic Bag’ by Maranda Paul

Non-Fiction

‘Illumanatomy: See inside the Human Body’ by Kate Davies

Poems

Poems on Global Citizenship
 ‘Looking After Our Planet’ Acrostic Poem

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

- **discussion texts** – ‘Pig Heart Boy’s’ surgery
- **instructions** – linked to Design and Technology
- **persuasive letter writing** – Why should Mama Miti win the Nobel Peace Prize?
- **poetry** – ‘Looking After Our Planet’
- **explanation texts** – how does the heart work?

Marshland Moments

46. Have a Chinese banquet with chopsticks
47. Do something for a chosen charity

Engaging Parents

Chinese Banquet

Invite families for a Chinese banquet and celebrate the Marshland Moment

Attend SATs Booster Sessions

What do the Year Six SATs look like?

As mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- **Co-ordinates and shape** - describe positions on a full co-ordinate grid, exploring negative numbers in context; apply an understanding of the properties of shapes to find missing coordinates and translate and reflect shapes. Recognise the properties of 3D shapes and know the properties of circles
- **Fractions** - multiply and divide fractions. Deepen understanding of the links between fractions, multiplication and division. strategies, including the formal written algorithms for long and short multiplication and division and solving a range of problems giving rise to remainders
- **Decimals and measures** – use, read, write and convert between standard units, including length, mass, volume and time. Calculate the area of shapes including parallelograms and triangles. Calculate the volume of cubes and cuboids.
- **Percentages and statistics** - recall equivalences between fractions. Solve problems involving the calculation of percentages. Interpret and construct pie and lune graphs and interpret the mean as an average.
- **Proportion problems** – solve problems involving unequal sharing, scale factor and the relative size of two quantities.



<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - planning different enquiries - taking measurements and using a range of scientific equipment - recording data and results and presenting these using a range of methods - using test results to make predictions and carry out further tests - reporting and presenting their findings - identifying scientific evidence that has been used to support or refute ideas 	<p>The children will also study the following two units:</p>	
<p>As designers and users of technology, our children will be taught:</p> <ul style="list-style-type: none"> - to design a purposeful and appealing case (phone/ tablet) based on design criteria - explore and evaluate a range of existing cases - develop their knowledge and skills when using textiles and accessories and evaluate their ideas against the criteria for design 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Including micro-organisms, plants and animals. - give reasons for classifying plants and animals based on specific characteristics. 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - describe how nutrients and water are transported within animals, including humans.
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key characteristics, countries and cities <ul style="list-style-type: none"> - describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts - describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food minerals, and water <ul style="list-style-type: none"> - use maps, atlases, globes and digital/ compute mapping to locate countries and describe features studied 		
<p>As linguists, our children will study French by:</p> <ul style="list-style-type: none"> - identifying body parts - counting up to 31 - identifying items of clothing - naming the months of the year - talking about birthdays 	<ul style="list-style-type: none"> - saying animal vocabulary - asking about pets - describing animals using adjectives - using prepositions - naming animal homes 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - listen with attention to detail to a range music genres with a focus on women, - use their voices and instruments to sing and perform A New Year Carol
<p>In physical education, our children will:</p> <ul style="list-style-type: none"> - play competitive tennis and rounders games with a focus on striking and fielding - perform 'street' dances using a range of movement patterns 	<p>In Personal, Social and Health Education, our children will:</p> <p>Dreams and Goals – <i>describing some ways they can work with others to help make the world a better place</i></p> <p>Healthy Me – <i>evaluating when alcohol is being used responsibly, anti-socially or being misused</i></p>	
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will investigate:</p> <ul style="list-style-type: none"> - what matters most to Christians and Humanists? – <i>focus on 'living'</i> 	<p>As computers and users of technology, our children will:</p> <ul style="list-style-type: none"> - develop their skills so that they know how to stay safe online - investigate how networks are used - know how to use blogs 