Heaton St. Barnabas' C.E. (V.A.) Primary School **Medium Term Plan 2024-25 (Spring)** **YEAR: 6**

UNIT TITLE: Extreme Earth **Anticipated Weeks: 14**

DRIVERS
Opportunities & Hook for Learning

Broadening Horizons	**Spirituality**	**Emotional Awareness**
Picture News Assembly (weekly)	Reflective Spaces	Circle times

ENGAGE/HOOK: **Drama workshop – Volcanoes and Earthquakes**

MATHS	**ENGLISH**	**RE**
Number: Ratio – 2 weeks **Number: Algebra** – 2 weeks **Number: Decimals** – 2 weeks **Number: FDPs** – 2 weeks **Measurement: Area, Perimeter & Volume** – 2 weeks **Statistics:** 1 week	**Writing Purpose(s):** Spring 1 – Writing to Inform Spring 2 – Writing to Entertain **Composition and Text** *Term 2a:* *Non-chronological Report* **WAGOLL** – What are Mountains? **Cold Write** – What did the Maya achieve? **Short Burst** – Escape from Pompeii – recount **Short Burst** – Major volcano **GDS Group** – News report about a volcano eruption. **Hot Task** - Major volcanoes/What is a volcano? *Explanation text* **WAGOLL –** How are mountains formed? **Cold Write –** Explain how a circuit works. **Short Burst –** What is an earthquake? **Hot Task –** How or why do volcanoes erupt?	**GOD 2B.1** **What does is mean if God is holy and loving?** *Making sense of the text:* ● Identify some different types of biblical texts, using technical terms accurately. ● Explain connections between biblical texts and Christian ideas of God, using theological terms. *Understanding the impact:* ● Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. ● Show how Christians put their beliefs into practice in worship. *Making connections:* ● Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

	Term 2b: *Traditional tale narrative, small dialogue* **WAGOLL –** Firework Maker's Daughter/The Girl of Ink and Stars **Cold Write** – The Firework Maker's Daughter - rewrite **Short Burst –** Letter to father/friend **Hot Task** – Narrative – short adventure story based on Firework Maker's Daughter and The Girl of Ink and Stars *Dialogue/narrative* **WAGOLL** – The Girl of Ink and Stars/Great expectations **Cold Write –** Cinderella re-write. **Short Burst –** Fashion advert - Medusa **Hot Task –** Perseus and Medusa narrative/dialogue **Class Novel/s:** Usborne collection of Greek Myths Alternative traditional tales i.e. Zombierella	**SALVATION 2B.7 Year 6** **What difference does the resurrection make to Christians?** *Making sense of the text:* ● Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. ● Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. ● Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. *Understanding the impact:* ● Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. ● Show how Christians put their beliefs into practice in different ways. *Making connections:* ● Explain why some people find belief in the Resurrection makes sense and inspires them. ● Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.
COMPUTING **E-Safety:** **Media:** **Information Literacy:**	**SCIENCE** **Animals, including humans** **Knowledge** ● I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ● I can talk about the impact of diet, exercise, drugs and lifestyle on the way bodies function.	**PSHE**

DT **Skills:** ● Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). ● Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. ● Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. ● Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. ● Create innovative designs that improve upon existing products. ● Evaluate the design of products so as to suggest improvements to the user experience. ● **Small Make: One key hook and block** ● **Big Make: Design a key hook with more than one hook.**	● I can describe the ways in which nutrients and water are transported within animals, including humans. **Evolution and Inheritance** **<u>Knowledge</u>** ● I can say why living things change over time. ● I can say how living things adapt to their environment. ● I know who the foremost scientists in this area are/were. **Working scientifically:** ● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● using test results to make predictions to set up further comparative and fair tests ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations ● identifying scientific evidence that has been used to support or refute ideas or arguments	
HISTORY Ancient Greece – a study of Greek life and achievements and their influence on the western world.	**GEOGRAPHY** **Where is Greece and what are its geographical features?**	**ART** **<u>T2a Pathway</u>: Exploring Identity** <u>Disciplines</u>: Collage, Drawing, Sketchbooks <u>Key Concepts</u>:

● How does the Ancient Greece timeline fit in with the global timeline? ● What was important to the Greeks? (Art, Sport [Olympics], Daily life, Religion, War) ● What did the Athenian government achieve and how has it impacted the modern society?	Create a fact file about Greece including the following: ● Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes. ● Use maps to locate Greece, its major cities, surrounding seas, and its main physical and human characteristics. ● Talk about Greece's location using geographical language. **How are the layers of the earth formed?** **How are mountains and volcanoes different?** **How do tectonic plates cause earthquakes?**	• That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. • That people are the sum of lots of different experiences, and that through art we can explore our identity. • That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. **T2b Pathway: Take a Seat** Disciplines: Design, Making, Drawing, Sketchbooks Key Concepts: • That artists who create furniture are often called craftspeople or designers. • That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. • That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others. • There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like. • We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.

MUSIC	MFL	PE
Singing and performing: Variety of instruments Refine and improve my own work. Perform alone and in a group, displaying a variety of techniques. **Listening** Notice, comment on and compare the use of musical devices. **Composing** Improvise melodic and rhythmic material within given structures. **Musical Notation** Quickly read notes and know how many beats they represent. Use a range of words to help describe music (pitch, tempo, dynamics etc). **Musical appreciation** Analyse and compare musical features choosing appropriate musical vocabulary. **Musical History** Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music. **Charanga Units** The Fresh Prince of Bel-Air (Y5 unit) **Topic Links** Write a rap/composition about Year 6 (PSHE link)	● Use vocabulary for food using the definite and indefinite articles. ● Express food preferences using present tense verb forms. ● Use noun/adjective agreement to describe food. ● Begin to use common conjunctions to extend sentences. ● Use numbers from 100 – 1000.	**Table Tennis** ● Play competitive games and modify where appropriate ● Develop flexibility, control and balance ● Compare previous performance and demonstrate improvements to achieve my personal best. **Dance** ● Develop flexibility, control and balance. ● Perform dances using a range of movement patterns ● Compare previous performance and demonstrate improvements to achieve my personal best.

Outdoor Learning Opportunities
Big Projects / Home learning Projects **Drama Workshop linked to Volcanoes and Earthquakes**