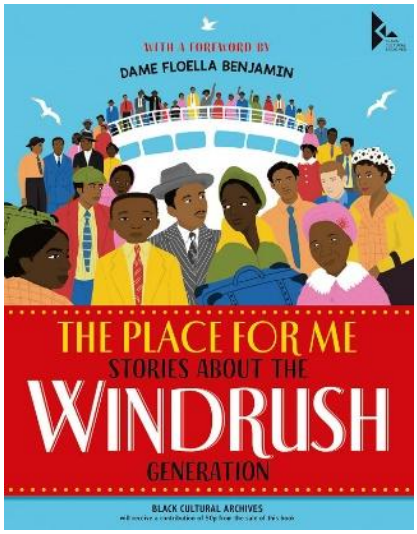
WOODLANDS PRIMARY SCHOOL

Year 6
Spring 1 Curriculum

Ready · Respectful · Safe

English Mastery Targets



My mastery targets for this term are:

- Enhance meaning through selecting appropriate grammar and vocabulary
- Use modal verbs and adverbs to indicate degrees of possibility
- Use brackets, dashes or commas to indicate parenthesis
- Punctuate relative clauses correctly

The text types I will explore are:

<u>Report writing –</u> producing a text that combines elements of an information recount and an explanation.
Create an informative leaflet about a significant period in Black history.

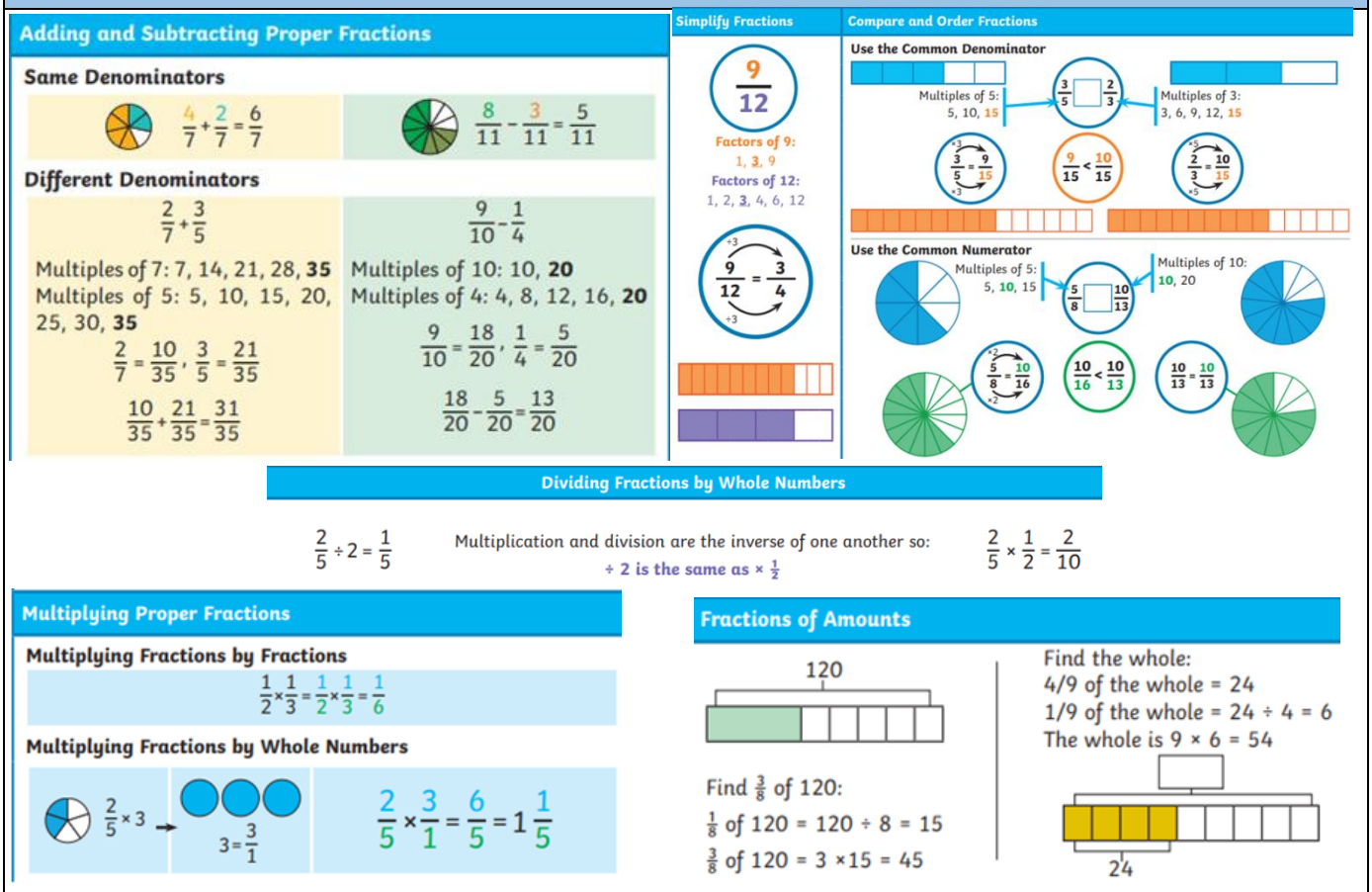
Vocabulary I will use this term...

Identity, culture and community	Moving, changing and opportunities	Words that help explain or persuade
community communicate identity individual language prejudice privilege recognise	opportunity develop determined environment foreign government guarantee	according appreciate conclude conscience definite explanation persuade recommend

Key words I may use:

Migration
Diaspora
Heritage
Identity
Culture
Community
Empowerment
Legacy
Equality
Discrimination

MATHS: Fractions



What new **knowledge** will I learn?

1. Recognise equivalent fractions.
2. Use common factors to simplify fractions.
3. Compare and order fractions less than one.
4. Compare and order fractions greater than one.
5. Convert mixed and improper fractions.
6. Add and subtract fractions with different denominations (including mixed number fractions).
7. Multiply pairs of fractions.
8. Divide fractions by whole numbers.
9. Find a fraction of an amount.

What **mathematical sentences** will I use?

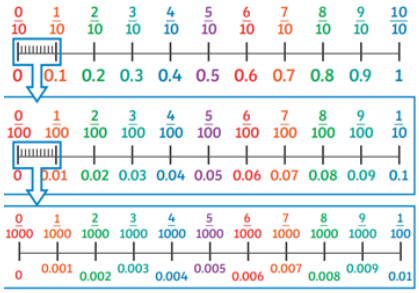
- What are the common factors of ___ and ___?
- Both the numerator and denominator can be divided by___?
- Do the numerator and denominator have any more common factors?
- How can you tell if a fraction is in its simplest form?
- When simplifying a mixed number, why does the integer not change?
- Is this fraction greater or less than___?

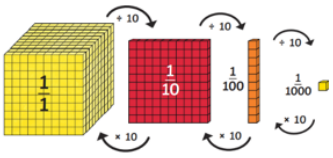
What **vocabulary** will I use?

- numerator
- denominator
- proper fraction
- improper fraction
- factor
- simplify
- simplest form
- highest common multiple
- lowest common multiple
- equivalent
- common numerator
- common denominator
- decimal equivalent
- mixed number

MATHS: Decimals and percentages

Tenths, hundredths and thousandths.

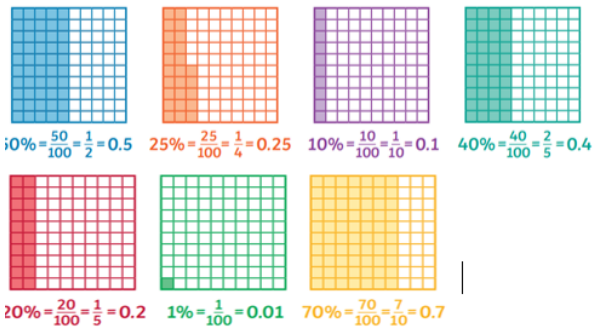




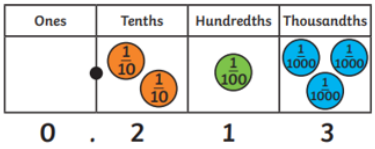
Decimal numbers as fractions

$$0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$$

Percentage and decimal equivalents



Order and compare numbers with 3 decimal places.



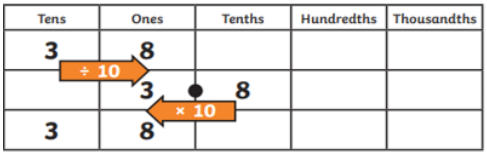
Adding and subtracting decimals

0.8 + 0.001 = 0.801

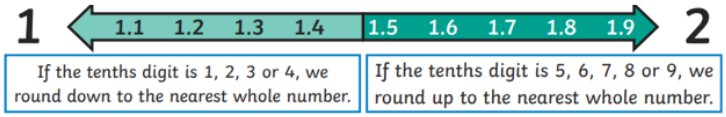
1.031 - 0.23 = 0.801

0.4005 + 0.4005 = 0.801

Multiplying and dividing decimals by 10, 100 and 1,000



Rounding decimals



What new **knowledge** will I learn?

- To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Use written division methods in cases where the answer has up to two decimal places
- Associate a fraction with division and calculate decimal fraction equivalents
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

What **mathematical sentences** will I use?

- The first/second digit after a decimal point represents ___
- To find an equivalent fraction, I need to ___ or ___ the ___ and ___ the by the same number.
- The fraction ___ can be expressed as ___ ÷ ___
- ___ ÷ ___ is the same as the fraction ___
- I can exchange 1 ___ for ___
- If the whole is shared into 100/10/5/4/2 equal parts, each part represents __%.
- If ___ parts are shaded, the percentage shown is __ %.
- To find __%, I can halve __%

What **vocabulary** will I use?

- decimal point
- tenths
- hundredths
- thousandths
- round
- equivalent
- percentage

GEOGRAPHY – Why does the Caribbean and the UK look and feel so different?

What should I already know?

I can name and locate the seven continents (Africa, Antarctica, Asia, Europe, North America, South America), and the five oceans.
I know that the Equator, North Pole, and South Pole help us understand where the hot and cold areas of the world are.
I can talk about seasonal and daily weather patterns in the UK.
I can use basic physical geography words, such as beach, cliff, coast, forest, hill, mountain, river, ocean, soil, valley, vegetation, season, and weather.
I can use basic human geography words, such as city, town, village, factory, farm, house, office, port, harbour, and shop.
I already know some things about mountains, rivers, and volcanoes from previous learning (Year 4 volcanoes topic and Year 5 mountains and rivers topic).

What vocabulary will I use this term:

Continent	A large area of land on Earth. The Caribbean islands are close to the continent of North America.
Latitude	Imaginary lines that run around the Earth sideways. They help us find places and explain why some places are hotter than others.
Longitude	Imaginary lines that run from the top of the Earth to the bottom. They help us locate places on a map.
Equator	An imaginary line around the middle of the Earth. Places near the Equator are usually warm all year round.
Climate	The usual or average weather in a place over a long time.
Climate Zone	An area of the world that has a similar climate. The Caribbean is in the tropical climate zone.
Weather	What the sky and air are like each day, such as sunshine, rain, wind, or storms.
Volcano	A mountain that can sometimes erupt and let out lava, ash, and gas. Some Caribbean islands, like Montserrat, have volcanoes.
Culture	The way of life of a group of people, including their food, music, language, and traditions.
Country	A place with its own government and borders. The Caribbean is made up of many small countries and islands.

What new knowledge will I learn?

- I know that North America is a continent and can name and locate at least five countries in North and South America.
- I know the Caribbean is a region with many islands, and I can name and locate some of them (Jamaica, Barbados, Bahamas, Dominica).
- I know that most Caribbean islands lie in the tropical climate zone, in the Tropical Rainforest or Tropical Grassland (Savannah) biomes.
- I know the UK is in the temperate climate zone.
- I can describe physical features of the Caribbean (mountains, volcanoes, coral reefs, beaches) and human features (ports, cities, plantations).
- I know that the Caribbean sometimes has natural hazards like hurricanes and volcanic eruptions.
- I know that flatter islands (Barbados, Bahamas) often have more tourism and farmland, while mountainous islands (Dominica, Jamaica) have more forest.
- I know the Caribbean exports products like bananas, sugar and coffee.
- I know tourism is important in the UK too, but it is not the main economic driver.
- I know the UK is far more populous and urbanised compared to Caribbean.

What skills will I use?

- I can use maps, atlases, globes and digital mapping to locate the Caribbean region, name key islands, and place them in context with the UK and North America.
- I can use and interpret climate graphs, maps and data to compare the Caribbean's tropical climate and biomes with the UK's temperate climate.
- I can identify and describe physical and human features (mountains, volcanoes, coral reefs, ports, plantations) using maps, photos and satellite images.
- I can use the eight points of a compass and four- and six-figure grid references to describe and locate features on maps of the Caribbean.
- I can compare and explain patterns of land use, population and economic activity (e.g. why flatter islands have more farmland and tourism).
- I can present findings and comparisons in a variety of ways, for example: labelled diagrams, annotated maps, charts, tables and written explanations.

Light Year 5/6 Spring 1

What should I already know?

- We need light in order to see things and dark is the absence of light
- That light is reflected from surfaces
- Light from the sun can be dangerous and that there are ways to protect their eyes
- Shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

What vocabulary will I use this term

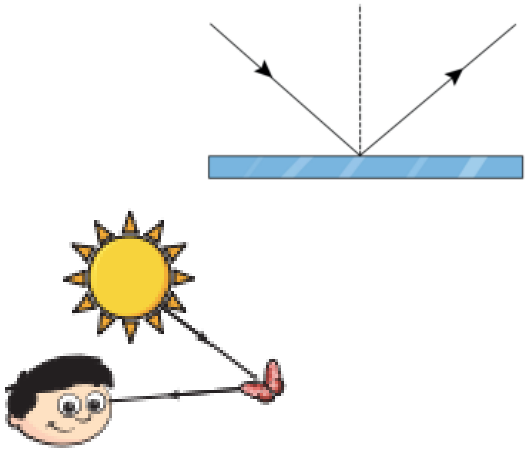
Reflection	Light bouncing off a surface
Refraction	The bending of light as it passes through a different medium
Absorption	The process where light energy is taken in by an object
Opaque	A material that does not let light in
Transparent	A material that lets light pass through it completely
Translucent	A material that lets some light through
Shadow	An area of darkness created by when an opaque object blocks light
Spectrum	The range of colours visible in white light which can be separated by a prism

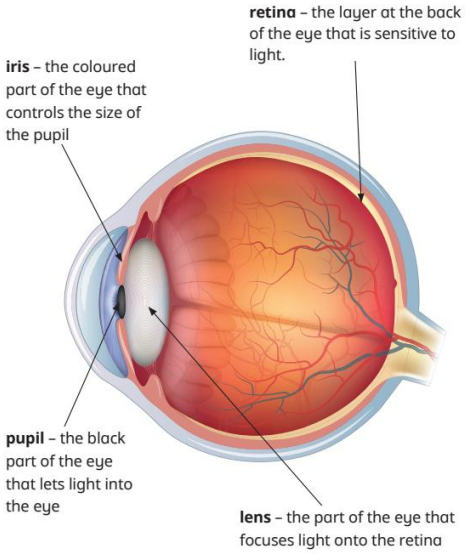
What new knowledge will I learn?

- Light always travels in straight lines and cannot bend around objects.
- We see objects because light travels from a source or reflects off objects and then enters our eyes.
- We cannot see without light entering our eyes, and the brightness of the light affects how well we see.
- Shadows form when opaque objects block light and stay the same shape because light travels in straight lines.
- Too much artificial light at night causes light pollution, which affects sleep, wildlife and our ability to see the stars.
- How to draw diagrams using straight lines and arrows to show how light travels, how shadows form and how we see.

What skills will I use?

- I will gather and record data about light, shadows, reflection and light pollution using diagrams, tables and graphs.
- I will plan a fair test by identifying variables, making predictions and choosing the method and equipment.
- I will take accurate measurements of light, shadow size or brightness and repeat them to make results reliable.
- I will present my findings clearly using explanations, tables, graphs, diagrams and scientific vocabulary.

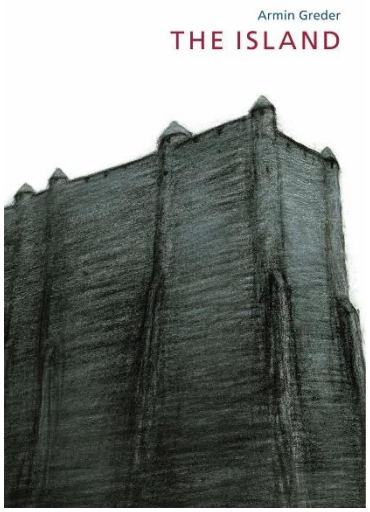




No Outsiders

What **story** will I use?

The Island by Armin Greder



The Island tells the tale of a man who is washed ashore on a poorly made raft. We're told he was different to the people of the island; this causes the people to fear and reject him.

What **key questions** will I discuss?

- Who is the man washed up on the beach and how is he treated?
- How do the islanders react to someone who is different?
- Why do people fear or reject others who are not like them?
- How do rumours and prejudice affect the man?
- What might the story teach us about fairness, empathy, and acceptance?
- How can we challenge racist behaviour in our own lives?
- What is the significance of the wall around the island?

What **skills** will I use?

- Talking and listening respectfully to others' ideas.
- Celebrating difference and individuality.
- Asking questions about identity and difference in a safe, thoughtful way.
- Recognising and challenging stereotypes about gender and identity.
- Showing respect and tolerance towards everyone.
- Reflecting on personal identity and how we value others.

What **vocabulary** will I use?

prejudice, racism, discrimination, stereotype, fairness, empathy, inclusion, acceptance, tolerance, identity, community, fear, rumours, difference, respect, kindness, injustice, challenge, belonging, individuality

Art/D.T

Spring 1 – Art: Caribbean Textiles (Textiles & Pattern)

Theme/Context:
Caribbean culture, colour and identity expressed through textiles.
Artist Link: Althea McNish
Text link: *The Place for Me – Stories about the Windrush Generation*

What new **knowledge** will I learn?

- Caribbean textiles often use bright colours and bold patterns inspired by nature, culture and celebration.
- The artist Althea McNish used textile design to express her Caribbean identity, drawing inspiration from tropical plants, sunlight and colour.
- Madras cloth, batik, tie-dye and printed fabrics are important textile traditions across the Caribbean islands.
- Patterns can be created using different textile techniques such as printing, stitching, and weaving.Textiles can communicate identity, heritage, and stories through colour, motif and design choices.

What **skills** will I use?

- I will explore and sketch bold Caribbean patterns and create a colour palette using bright, vivid colours.
- I will experiment with resist-dye techniques to create batik-style backgrounds.
- I will design and print repeating patterns using foam or block printing.
- I will create patterns using printing, stitching or weaving, choosing techniques that suit my design.
- I will design and make my own Caribbean-inspired textile panel, combining colour, pattern and textile techniques.
- I will evaluate my work by explaining how I used colour, pattern, and identity, inspired by Althea McNish.

What **vocabulary** will I use?
textile, pattern, motif, design, identity, culture, Caribbean, madras, batik, resist, dye, printing, weave, stitch, embellish, bold, vibrant, repeat, symmetry, fabric, palette.

Final Outcome:
A Caribbean-inspired textile panel using bright colours, bold patterns and at least one textile technique (printing, weaving or stitching), showing how colour and design can express cultural identity – just like the work of Althea McNish.

Computing

Web Page Creation

What new **knowledge** will I learn?

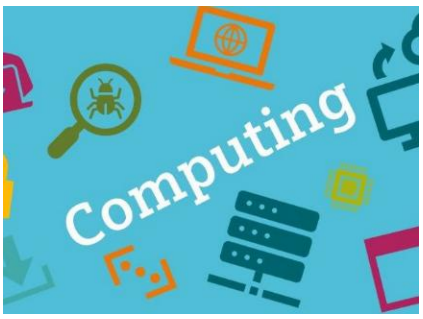
- Websites are made up of web pages that include text, images, and links.
- Web pages are created using HTML code, but website builders like Google Sites make this easier to do.
- A good website has a clear layout, navigation, and purpose.
- Copyright and fair use mean we must use only images and content we have permission to use.
- Navigation paths (or breadcrumb trails) help users move between pages.
- Hyperlinks connect different pages and websites together.
- Linking to other people's work online has implications: we must do it respectfully and responsibly.

What **skills** will I use?

- I will explore and evaluate existing websites to see what makes them effective.
- I will plan and design my own website for a chosen purpose.
- I will create web pages using text, images, and hyperlinks in Google Sites.
- I will find and use copyright-free media safely and responsibly.
- I will test and improve my website so it looks good and works well on different devices.
- I will link pages together using hyperlinks and check the navigation path.
- I will evaluate my website and give constructive feedback to others.

What **vocabulary** will I use?

website, web page, layout, navigation, hyperlink, HTML, media, text, image, copyright, fair use, Creative Commons, design, evaluate, user experience, device, structure, link, online, responsible



PE

Physical Education
Netball Year 6

Unit Purpose

Pupils will consistently apply effective attacking and defensive skills and be able to apply these in a variety of game-based scenarios.

Pupils will create and apply **tactics** in games, adapting them as the game situation changes, in order to beat the opposition. Pupils will refine their understanding of the positions and rules of the game.

Inspire Me

Irene van Dyk is a New Zealand netball player who is regarded as one best-known netballers in the world. Irene is the most capped player having played 72 times for her country, where she also captained her team!

Key Success Criteria

(P) Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently.

(C) Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics.

(S) Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.

(W) Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected.

Sport Specific Vocabulary

Netball Positions: The Goal Keeper (GK) and Goal Defence (GD) can move anywhere in the defending two thirds. The Centre (C), can move anywhere on the court apart from the two semi circles. The Goal Attack (GA) and Goal Shooter (GS), can move anywhere in the two attacking thirds.

Marking: When marking the player with the ball we must stand at least 3 steps away. If a defender invades the attackers space or makes contact with the attacker, a free pass is awarded to the attacking team.

Complete P.E.

PE

Physical Education
Dance: Carnival

Unit Purpose

The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance.

Pupils will continue to use their bodies to perform technical movements with **control** and **rhythm.**

Inspire Me

Did you know... Rio's Carnival is registered on the Guiness Book of Records as the biggest carnival in the world. There are more than 2 million people dancing on the streets every day during the carnival in Rio.

Key Success Criteria

(P) Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.

(C) Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.

(S) Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.

(W) Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Sport Specific Vocabulary

Stimulus: stimulus is something that provokes or causes an action or response.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Rhythm: is a repeated pattern of movements or sounds.

Complete P.E.

MUSIC

1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

Mood and story told?

2 – Musical Activities using glocks and/or recorders

Warm-up games pulse, rhythm and pitch games:

- Learn to clap some of the the rhythms used in the song
- Learn some musical phrases that you will sing in the song

Did you try the extension rhythm and pitch game?

Singing in unison. Sing the song in its original style, and the Urban Gospel version.

3 — Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

About this Unit

Theme: Benjamin Britten's music and cover versions.

Facts/info:

Listen to other songs by Britten and cover versions of them:

- I Mun Be Married on Sunday
- Fishing Song

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would to share about it?

What cover version are there of this song?

FRENCH

Knowledge organiser: At the market

At the market Noun Bank

Les fruits – fruits
la pomme – the apple
la mangue – the mango
la grappe de raisin – the bunch of grapes
la pastèque – the watermelon
la banane – the banana
les légumes – vegetables
la salade – the lettuce
la carotte – the carrot
la pomme de terre – the potato
l'oignon – the onion
le poivron – the pepper

Quel est ton fruit/légume préféré ? – What is your favourite fruit/vegetable ?
Mon fruit/légume préféré est... – My favourite fruit/vegetable is ...

Phonics

"que" (pastèque, quel, quarante, cinquante)
"gn" (oignon)
"ui" (fruits, oui)
"ante" (quarante, soixante, cinquante)

Question and Answer Bank

Vous desirez? What would you like?
Avez vous....? – do you have
Oui, j'ai... – I have
Non, je n'ai pas...– I haven't...

Combien coûtent *deux* pommes? – How much are two apples?
Deux pommes coûtent trois euros – Two apples cost three euros.
Combien coûte *une* salade? How much is a lettuce.
Une salade coûte cinquante centimes – a lettuce costs fifty cents.
s'il vous plaît– please
merci– thank you

Grammar

To say I have in French we use part of the verb to have (**avoir**) *"J'ai..."*
To say I haven't in French we add ***n'*** and ***pas*** : *"Je n'ai pas"*

Numbers to 100 Bank

dix – ten
vingt – twenty
trente – thirty
quarante – forty
cinquante – fifty
soixante – sixty
soixante-dix – seventy
quatre-vingts – eighty
quatre-vingt- dix – ninety
cent – one hundred

Numbers to 100 Bank

To form numbers like 21, 31, 41, you combine the tens digit with "***et un***" (and one).
For example:
21 = "**vingt *et* un**"
31= "**trente *et* un**" and so on.

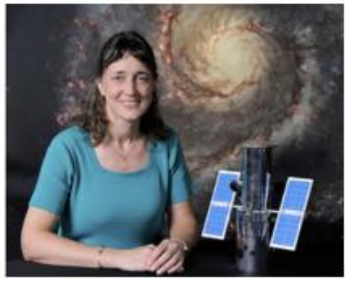
For other numbers, you simply add the unit digit to the tens digit, for example 22 ("**vingt-deux**"), 36 ("**trente-six**"), and 43 ("**quarante-trois**").

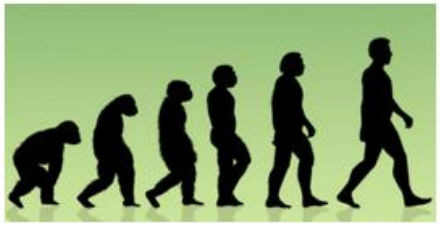
RE

Woodlands Primary School

World Views - Year 5/6, Spring 1

Are Humanist and Christian ideas about science, conflicting or complementary? Does the Big Bang Theory disprove the Genesis account of Creation?





Our Enquiry Steps:

How does the book of Genesis explain how the world began and where humans came from?
How would a Humanist view on how the world began be different to a Christian worldview?
How can views about Creation differ?
Do all Christians believe in the same Genesis narrative?
How does the scientific work of Dr Wiseman compliment or conflict with her beliefs?
What do different worldviews believe about what happens after you die?
What do you believe about what happens when you die?

Humanist	Someone who believes people can live a happy and meaningful life by using reason and science to understand the world, rather than by following a religion or believing in a god
science	A way of learning about the world by observing, asking questions, and performing experiments to find answers and understand how things work
Big Bang	The idea that the entire universe started as a super-hot, tiny speck about 13.8 billion years ago
creation	Bringing something into existence that wasn't there before
spirituality	Connecting to something bigger than ourselves through feelings of wonder, self-awareness, and caring for others and the world
Evolution	The way living things slowly change over a very long time, with each new generation inheriting helpful traits that make them better at surviving in their environment

Our End Points:

Emerging: Can the children describe simple ideas about Christian and Humanist beliefs, including one difference between them, and can give a basic explanation of how either science or a religious story explains the world, usually without giving reasons?

Expected: Can the children explain key Christian and Humanist beliefs about how the world began and what happens after death, describe how some Christians interpret Genesis differently, and make simple but reasoned comparisons between religious ideas and scientific explanations like the Big Bang?

Exceeding Can the children confidently compare Christian and Humanist explanations about creation and life after death, explain how scientific ideas like the Big Bang might conflict with or complement different Christian interpretations of Genesis, and give well-reasoned, balanced arguments using accurate vocabulary and evidence?