

# WOODLANDS PRIMARY SCHOOL

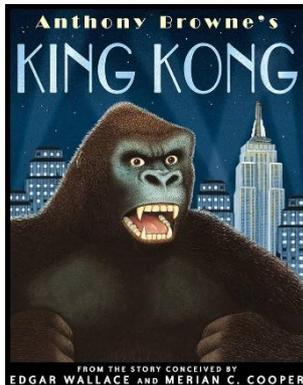


**Year 6**  
**Spring 2 Curriculum**

**Ready · Respectful · Safe**

# English Writing Mastery Targets

Spring 2 - King Kong by Anthony Browne



## My mastery targets for this term are:

- Use expanded noun phrases to convey complicated information concisely
- Use passive verbs
- Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)
- Integrate dialogue to convey character and advance the action

## The text type I will explore is:

An action-packed narrative.

I will write an action-packed ending to King Kong that builds tension, uses powerful vocabulary and integrates dialogue, description and action effectively.

## Vocabulary I will use this term...

### Powerful Verbs (Action)

ascended  
staggered  
plummeted  
lunged  
erupted  
shattered  
roared  
swayed  
crashed  
trembled  
pierced  
scattered  
lurched  
clung

### Suspense & Atmosphere Vocabulary

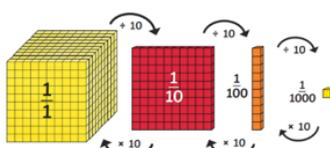
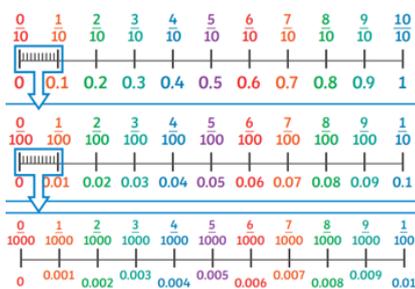
ominous  
trembling  
glittering  
indifferent  
shadowy  
deafening  
relentless  
menacing  
towering  
desperate  
furious  
sorrowful  
ferocious  
terrified  
colossal

### Year 5/6 statutory spelling words:

accommodate	marvellous
accompany	mischievous
aggressive	necessary
apparent	persuade
appreciate	relevant
conscience	restaurant
conscious	rhythm
desperate	sincere
determined	sincerely
environment	soldier
especially	symbol
exaggerate	temperature
frequently	thorough
immediately	variety
interfere	vehicle

## MATHS: Decimals and percentages

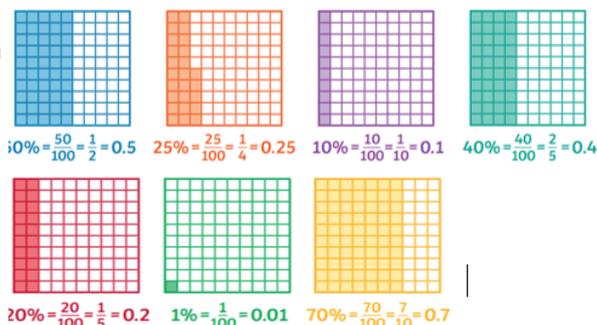
### Tenths, hundredths and thousandths.



### 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

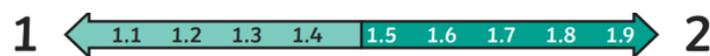
Ones	Tenths	Hundredths	Thousandths
0	2	1	3

$$0.8 + 0.001 = 0.801$$

$$1.031 - 0.23 = 0.801$$

$$0.4005 + 0.4005 = 0.801$$

### Rounding decimals



If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.

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

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	3	8		
3	8			

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                      equivalent
- tenths                                      percentage
- hundredths
- thousandths
- round

## GEOGRAPHY- What attracts people to live in or visit Liverpool and New York?

<p><b>What should I already know?</b></p> <p>The UK is in Europe and the USA is in North America.</p> <p>The world is divided into continents and hemispheres.</p> <p>A city is a large settlement with a high population.</p> <p>Human features are built by people (e.g. buildings, roads, ports).</p> <p>Physical features are natural (e.g. rivers, coasts, climate).</p> <p>The eight points of a compass (N, NE, E, SE, S, SW, W, NW).</p> <p>How to use four-figure grid references.</p>	<b>What <u>vocabulary</u> will I use this term:</b>	
	<b>Port</b>	. A coastal place where ships load and unload goods and passengers.
	<b>Trade</b>	The exchange of goods and services between places.
	<b>Migration</b>	The movement of people from one place to another to live
	<b>Tourism</b>	Travel to places for leisure or interest, which supports jobs and the economy.
	<b>Climate</b>	The long-term pattern of weather in a place.
	<b>Population density</b>	The number of people living in a particular area.

### What new knowledge will I learn?

- Liverpool is a city in northwest England, on the River Mersey estuary.
- New York City is in the northeast of the USA, on the Hudson River.
- I can name and locate other major cities and countries in North America.
- Both cities grew as ports because their locations allowed them to trade and welcome migrants.
- Immigration to New York increased through Ellis Island.
- Both cities have cultural attractions such as museums, theatres, music and famous landmarks that attract visitors.
- Liverpool has a temperate climate (cool summers and mild winters).
- New York has a continental climate (hot summers and cold winters).
- Both cities have tall buildings and dense populations, but New York has more skyscrapers and a larger population.
- Both cities have changed over time because of trade, migration and economic growth.



### What skills will I use?

- Use maps, atlases, globes and digital mapping to locate Liverpool, New York City and other major cities and countries in North America and Europe.
- Use the eight points of a compass to describe location.
- Use four- and six-figure grid references to locate features within cities.
- Interpret and compare climate graphs (temperature and rainfall).
- Identify and describe human and physical features using photographs, satellite images and maps.
- Compare similarities and differences between two regions.
- Use geographical vocabulary accurately in written explanations.

## SCIENCE: The circulatory system

### What should I already know?

- Animals, including humans, need the right types and amounts of nutrition to stay healthy.
- Humans cannot make their own food.
- We get nutrition from the food we eat.
- Food provides the body with energy, nutrients and materials for growth and repair.
- I can identify the main body parts and internal organs.
- The skeletal system (supports and protects the body)
- The muscular system (helps the body move)
- The digestive system (breaks down food so nutrients can be absorbed)
- I understand that different body systems work together to help the body function.
- I can ask and answer scientific questions about how body systems help the body work properly.
- I am beginning to understand that nutrients from food must be transported around the body, ready to link this learning to the circulatory system.

### What vocabulary will I use this term:

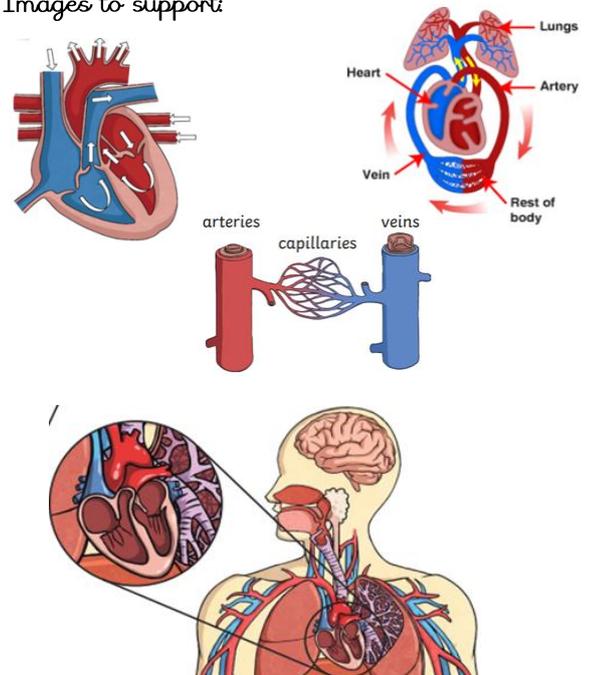
<b>Circulatory system</b>	a system which includes the heart, veins, arteries and blood transporting substances around the body.
<b>Blood vessels</b>	the tube-like structures that carry blood through the tissues and organs. Veins, arteries and capillaries are the three types of blood vessels.
<b>Arteries</b>	blood vessels that deliver oxygen-rich blood from the heart to the tissues of the body.
<b>Veins</b>	blood vessels that carry blood towards the heart.
<b>Capillaries</b>	very thin blood vessels.
<b>Carbon dioxide</b>	a colourless, odourless greenhouse gas essential for life.
<b>Nutrients</b>	essential chemical substances obtained from food that organisms require to survive, grow, and maintain health.
<b>Oxygen</b>	an invisible, odourless, and tasteless gas that is vital for life.

### What new knowledge will I learn?

I will be able to:

- Identify the main parts of the circulatory system (heart, blood vessels, blood)
- Describe the function of the heart
- Explain the roles of arteries, veins and capillaries.
- Describe what blood does (carry oxygen, nutrients and waste).
- Explain how nutrients and water are transported around the body.
- Understand how the heart and lungs work together.
- Describe how exercise affects heart rate.
- Recognise the impact of diet, exercise and lifestyle on the circulatory system.
- Understand how drugs, smoking and alcohol can harm the body.

### Images to support:



### What skills will I use?

- Measure and record pulse/heart rate.
- Present results using tables and graphs.
- Explain results using scientific vocabulary

## Computing

### Micro:Bits

What new knowledge will I learn?

- I know how to download programs onto the Micro:Bit
- I can identify how a Micro:Bit can be used in the real world.
- I know I can test my algorithm on the eliminator before downloading the program
- I know I can improve my algorithm by debugging

What skills will I use?

- I can use a new coding platform to create a code for the Micro:Bit
- I can download programs onto a Micro:Bit
- I can plan and write my own algorithm to create a step counter
- I can use the correct coding to create a step counter on a Micro:Bit
- I can debug my program if needed

What vocabulary will I use?

Algorithm, code, condition, create, debug, input, Makecode

Micro:Bit, output, select, selection, test, USB, variables





## Physical Education Basketball 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, to beat the opposition.

### Inspire Me

**James Naismith** was a Canadian-American physical educator/physician and the inventor of the game of basketball. Naismith designed the game of basketball while he was teaching at the Springfield College in America.



### Key Success Criteria

- P** Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.
- C** Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of attacking and defending tactics, applying these to their games.
- 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 attain a certain goal.

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

**Counter-Attack:** A counter-attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

**High Press:** A high press is a tactic applied by the defending team that defends high up the court and inside the opposition's half in an attempt to regain possession quickly.



### Sport Specific Vocabulary

**Backcourt Violation:** A foul is called when the team in possession of the ball cross into the opposition's half of the court and then, pass or dribble the ball back into their half of the court. When a team commits a backcourt violation possession changes.

**Man-to-Man Marking:** is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.





## Physical Education Tennis Year 6

### Unit Purpose

Pupils will learn to consistently apply effective shot techniques, applying **decision making** as to which shot to make and where to aim in order to score a point. Pupils will **create, apply** and **evaluate tactics** in singles and doubles games.

### Inspire Me

**Billie Jean King** is an American former World Number 1 tennis player and advocate for gender equality. In 1973 King won the 'Battle of the Sexes' tennis match against Bobby Riggs.



### Key Success Criteria

- P** Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points.
- C** Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.
- S** Pupils will collaborate effectively with their partner, communicating and supporting each other.
- 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.

**Space:** is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

**Outwit:** means using your intelligence to trick or out smart your opponent to win a point.



### Sport Specific Vocabulary

**Forehand:** A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

**Backhand:** A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.

**Volley:** Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net.

**Doubles:** is a match played by four players, two on either side of the court.

**Serve:** Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.



## Knowledge Organiser – You've Got A Friend – Year 6, Unit 4

### 1 – Listen & Appraise: You've Got A Friend (The music of Carole King)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices you can hear?*

*Describe the musical dimensions?*

### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.

*Which part did you play?*

**Improvise** using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.

### 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.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions

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### About this Unit

**Theme:** The music of Carole King.

#### Facts/info:

- You've Got A Friend was a song written by Carole King in 1971.
- It was first recorded by Carole and featured on her famous album, Tapestry.
- In the 1960s, Carole King was employed to write pop songs for artists to perform.

#### Listen to 5 other songs written by Carole King:

- The Loco-Motion sung by Little Eva
- One Fine Day sung by The Chiffons
- Up On The Roof sung by The Drifters
- Will You Still Love Me Tomorrow
- (You Make Me Feel Like) A Natural Woman sung by Carole King

**Vocabulary:** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

### 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 like to share about it?*



**Knowledge organiser: My best day ever**

**Funfair Noun Bank**

**le manège** – the carousel  
**le bateau pirate** – the pirate boat  
**la grande roue** – the ferrys wheel  
**la maison hantée** – the haunted house  
**les tasses**- the teacups  
**les bûches** – the log flumes  
**les chaises volantes** – the flying chairs  
**les montagnes russes** – the rollercoaster

**Opinion Bank**

**J'adore** – I love  
**J'aime** – I like  
**Je n'aime pas** – I don't like  
**Je déteste** – I hate  
**car** – because  
Adjectives:  
**c'est...** - it is ...  
**haut** - high  
**lent** – slow  
**rapide** – fast  
**ennuyeux** – boring  
**amusant** – fun  
**palpitant** – exciting  
**terrifiant** – terrifying

**Question and Answer Time phrases Bank**

**Quelle heure est-il?** – What time is it?

**Il est ...**- it is .....

**une heure**- one o'clock  
**deux heures**- two o'clock  
**trois heures**- three o'clock  
**quatre heures**- four o'clock  
**cinq heures**- five o'clock

...

**... et demie** - and a half (half past)

**Il est quatre heures et demie** translate to  
 "It is four o'clock and a half", which means  
 "half past four".

**Fact Bank**

France is one hour ahead of England, so when it is 8 o'clock in England it is 9 o'clock in France.

**Daily routine Bank**

**Je me lève** – I get up  
**Je déjeune** – I eat breakfast  
**Je me prépare**– I get ready  
**Je vais à la fête foraine** – I go to the funfair  
**Je rentre à la maison**– I go back home

**"Je me lève à sept heures et je déjeune à sept heures et demie. Je vais à la fête foraine. J'adore le bateau pirate car c'est palpitant."** – I get up at seven o'clock and I have breakfast at half past seven. I go to the funfair. I love the pirate boat because it is exciting.

**Phonics**

**"eu"** (**heure**, **ennuyeux**)  
**"an" "en"** (**palpitant**, **amusant**, **terrifiant**, **hantée**, **volantes**, **rentre**)  
**Silent letters:** **est**, **heures**, **amusant**, **hantée**



## Sikhi Year 5/6- Spring 2 How do Sikhs worship?



### RE Skills to develop

I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.  
I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.  
I can explore belief in action and make connections with my own life and communities.  
I understand the commitment and dedication needed for those who follow a religion or non-religious worldview.

### Our Enquiry Steps:

What is the Gurdwara how is this important to the community?

What is the Khanda?

How do Sikhs worship in the Gurdwara?

How do Sikhs celebrate the birth of a baby in the Gurdwara?

How do Gurdwaras look different or similar around the world? What is the Golden Temple like?

Can I introduce Sikhism to others making connections with my prior learning?

Key Vocabulary	Definition
Sikh	A person who follows Sikhi and tries to live a good and honest life.
Guru Granth Sahib	The holy book of the Sikhs. Sikhs treat it with great respect and learn from its words.
Gurdwara	A Sikh place of worship where people pray, listen to the Guru Granth Sahib, and eat free food together.
Pilgrimage	A special journey people take to a holy place because it is important to their religion.
Naam Karan	A Sikh ceremony where a baby is given their name.
Khanda	A Sikh symbol that reminds Sikhs to do what is right and help others.

### Key Artefacts and Symbols



### Our End Points:

**Emerging level:** I can name a Gurdwara and the Khanda and explain one thing that happens there.

**Expected level:** I can describe what happens in a Gurdwara, explain why it is important to the Sikh community, and describe the meaning of the Khanda.