

YEAR 6 Spring Term

Key question: How did the arrival of the Empire Windrush change the way Black People were treated in Britain?

Geography Focus: Empire Windrush

Knowledge

- To discover the journey, the Empire Windrush took from the Caribbean to Britain, locating Caribbean countries
- To compare a region of the UK with an area in the Caribbean
- Know what was happening in Britain, Europe or the World locations at the same time.

Key vocabulary

Caribbean, West Indies, British Empire

History Focus: Empire Windrush

Knowledge

- Research how the Caribbean people helped Britain in the war against Nazi Germany and Hitler.
- To explore the history of Empire Windrush, who the passengers were and why they decided to take the journey in 1948
- To discuss the economic and cultural impact the Windrush generation had on Britain at the time and now
- Explain what was life like in London for the Windrush pioneers.
- To learn about a Windrush pioneer e.g Baroness Floella Benjamin
- Know who Sam King was and what he did.
- Know who Norma Best was and what she did.
- To research how the Windrush generation are recognised and talked about today.

Key vocabulary

Immigrate, commonwealth, colony, racial prejudice, inequality, discrimination, descent, emigrate, Citizenship, disembarked, reinstate, pioneer, hostility, ethnic minority

Science Focus: Animals including humans

Knowledge

- To be able to identify the main parts of the human circulatory system
- Can describe the functions of the heart, blood vessels and blood
- To describe the way in which nutrients and water are transported within animals including humans
- To understand the function of the lungs in the respiratory system
- To be able to explain some common blood disorders
- To be able to understand the effect of exercise on the body
- To be able to recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions

Key vocabulary

heart, vein, artery, aorta, capillary, blood, blood pressure, red blood cell, white blood cell, plasma, de-oxygenated, oxygenated, pulse, rhythm, coronary circulation, pulse rate, ventricle, atrium, valve, haemoglobin, capillary bed

<u>English Focus: Eye of the Wolf and the Blood E-Book</u> <u>Knowledge</u> • To study the book Eye of the Wolf by Daniel Pennac • To write narrative and non-narrative pieces of writing inspired by the book Eye of the Wolf • To study the poetry of Benjamin Zephaniah and John Agard • Grammatical features – see the Year 6 Grammar Handbook • Spelling words – see the Year 6 Spelling List • Focusing on the Content Domains for KS2 Assessment	<u>Design and Technology Focus: Mobile Phone Covers and Caribbean cuisine</u> <u>Knowledge</u> • To be able to design a purposeful, functional and appealing product • To be able to annotate a design • To be able to template pin panels onto fabrics • To be able to mark and cut fabric accurately • To be able to sew a strong running stitch and a blanket stitch • To be able to thread a needle and tie a knot • To evaluate work and design for its purpose • Design a dish to reflect the Caribbean culture • Create a dish to reflect the Caribbean culture • Evaluate a dish to reflect the Caribbean culture	<u>Computing Focus: Web page creation and spreadsheets</u> <u>Knowledge</u> • To know what makes a good website including layout features • To know about fair use and copyright • To know how to create a webpage in Google Sites including navigation paths and hyperlinks • To consider the implications of linking to content owned by other people • To understand the potential of a spreadsheet for organising, analysing and storing data • To know how to use a formula to produce calculated data using different operations • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
<u>Key vocabulary</u> <i>*Grammar focus</i>	<u>Key vocabulary</u> design, evaluate, annotate, running stitch, blanket stitch, fabric ingredients, utensils, combine, fold, knead, stir, pour, mix, whisk, beat, shape, sprinkle, crumble measure	<u>Key vocabulary</u> copyright, fair use, layout, hyper link, navigation path, spreadsheet, cell, formula, data, cell reference, operation, duplicating

<u>RE Focus:</u> <u>Knowledge</u> • To learn about the creation stories of the main religions in our community • To be able to compare the creation stories to those of Ancient Civilisations	<u>Music Focus: Ukulele</u> <u>Knowledge</u> • To learn up to 5 chords including major and minor chords • To begin to recognise which chords go well together • To be able to apply strumming patterns when composing a piece of music • To listen to music of different genres and time periods and recognise similarities and differences	<u>Maths Focus:</u> <u>Knowledge</u> Following the White Rose and adapted to each group • Ratio • Algebra • Decimals • Fractions, Decimals & Percentages • Area, Volume & Perimeter • Statistics
<u>Key vocabulary</u> creation, comparison, symbolic, image, likeness, theology, faith, sequence	<u>Key vocabulary</u> chord, major, minor, strumming pattern, genre	<u>Key vocabulary</u> ratio, proportion, 'for every...there are...', part, whole, scale factor, enlargement, similar, length, width, perimeter, area, volume, line graph, pie chart, bar chart, pictogram, unknown, equation, expression, formula, integer, linear, pattern, rule, sequence, symbol, term
<u>Physical Education Focus: Handball, Dance, ParaSports and Hockey</u> <u>Knowledge</u> <u>Handball</u> • To develop a variety of handball passes • To use stepping, dribbling and passing to create space, move towards goal and away from defenders • To use defending to stop an opponent from scoring • To select an appropriate attacking tactic to score goals • To be able to gain and maintain possession under pressure. <u>Dance</u> • be able to copy and repeat a set dance phrase • To work collaboratively with a partner • To be able to use changes in level and speed when choreographing • To copy and create actions using a prop • To select actions and dynamics to convey different	<u>Art and Design Focus: Pointillism and William Morris</u> <u>Knowledge</u> • To learn about the artist Georges Seurat • To be able to create river landscape paintings in the style of Seurat using pointillism • To know how to lighten colours using white or black dots of paint with other colours • To know that using less paint allows for lighter tones or more paint for darker tones • To know that dots need to be close together to allow the colour to be seen • To learn about the artist William Morris • To be able to recognise William Morris patterns • To be able to replicate the William Morris	<u>Languages – French Focus:</u> <u>World War II</u> <u>Knowledge</u> • To improve my reading and listening skills by learning how to decode unknown language in longer pieces of French text. • To say the French for a selection of countries and languages involved in WWII. • To improve my listening and reading skills by listening to the story of Ralph

characters - To communicate a story through dance <u>ParaSports</u> - To learn about Boccia, Seated Volleyball and New Age Kurling <u>Hockey</u> - To be able to dribble past a defender - To be able to send the ball using a push pass - To be able to receive the ball with control - To be able to move into space to support a team mate - To be able to complete a block tackle and a jab tackle	technique of repeating patterns of the natural world through stamp creation	(an evacuee) in French. - To improve my range of vocabulary by learning key words and phrases relating to the countryside and the city. - To use all my new knowledge to compare life in the city and countryside during WWII. <u>Healthy Lifestyle</u> <u>Knowledge</u> - say 10 new nouns and determiners for healthy foods/drinks. - say 10 more nouns and determiners for unhealthy foods/drinks. - consolidate all the new language and focus on the partitive article (some) in French as seen in this unit. - say some key phrases for healthy and unhealthy habits. - follow a healthy recipe in French and create my own using my new knowledge.
<u>Key vocabulary</u> stepping, dribbling, passing, defending, attacking, Boccia, Kurling, dynamics, level, speed, choreography, block tackle, jab tackle	<u>Key vocabulary</u> Georges Seurat, post-impressionism, tone, lighter, darker, pointillism, William Morris, pattern, technique	<u>Key vocabulary</u> La Seconde Guerre mondiale L'Angleterre La France L'Italie

La Pologne
Les États-Unis
La Tchécoslovaquie
L'Allemagne

Je suis à la campagne. I am in the countryside
Je suis en ville. I am in the city
À la campagne c'est... In the countryside it is...
En ville c'est... In the city it is

manger et bouger eat and move
Pour ma santé je mange... To stay in good health I eat...
Pour ma santé je ne mange pas de... To stay in good health I don't eat...

Pour ma santé je ne mange pas de... To stay in good health I don't eat...
Pour ma santé je ne bois pas de... To stay in good health I don't drink...
une recette saine a healthy recipe

Je joue au foot. I play football.
Je ne regarde pas la télévision. I do not watch television.
bon pour la santé good for (your) health
mauvais pour la santé bad for (your) health

PSHE – Valuing differences

- OK to be different
- We have more in common than not
- Advertising friendships!
- Boys will be boys?

Keeping myself safe

- Traffic lights
 - To share or not share?
- Joe's story (part2)