

Year 6 Topic Web

Spring 1, 2024



Our value this term is: **Justice**

English: Our quality text this term is **The Highwayman** by Alfred Noyes

- During our fictional writing, we will create a tragedy story. We will be creating atmosphere through similes and metaphorical language, correctly punctuating speech and using the passive voice to change emphasis.
- Later in the term, our non-fiction writing will be an information text about highwaymen. Here we will focus on cohesive devices, bullet points within a list and using semi colons to join main clauses.
- One of our main spelling foci will be to understand how different suffixes can change word classes and consider the rules for how the spelling of the root word changes accordingly.
- Our guided reading sessions will continue to focus on the evidence that there is within the text to answer inference questions regarding characters.

Maths: We start this term exploring **algebra**, beginning by looking at algebraic patterns before looking at more abstract concepts. This will include:

- Describing algebraic patterns.
- Writing and evaluating algebraic expressions.
- Writing and using formulae.
- Solving equations and consolidating learning.

Later in the term we will learn more about **area and perimeter**. This will include:

- Finding the area and perimeter of rectangles
- Finding the base and height of triangles.
- Exploring the area of triangles.
- Finding the area of parallelograms.

Fluency will focus on skills and facts that support the topics above, with particular priority given to rapid recall of number facts and building on prior learning.

Outdoor PE: Can I evaluate in order to continuously improve my performance?

This term, in hockey, we are aiming to be more competent and confident on our technique. This includes being able to:

- Safely control the ball with a hockey stick.
- Attack and defend to gain/maintain possession of the ball.
- Use different techniques and formations as part of a game.

Indoor PE: How can we ensure our performance is synchronised?

Also this term we will be learning the basic steps of traditional Tudor dances and then using these to choreograph our own Tudor dance sequences.

- Develop dance sequences by understanding, choosing and applying a range of basic steps.
- Work in unison to create synchronised performances to a 4/4 beat.
- Evaluate work and suggest improvements / next steps.

RE: Can science and religion co-exist?

We will continue to reflect upon the religion of Christianity and consider different view points regarding The Creation story. We will understand that now all beliefs can be taken literally as some are abstract and therefore can be interpreted in different ways.

During our learning we will:

- Look at texts from the bible to understand what Christians believe about the beginning of the world.
- Discuss the difference between cosmology and evolution.
- Look at what some Christians' views are on religion versus science.
- Consider how the roles of God and humans are interpreted through the bible.
- Reflect what we have learnt about the creation story through poetry.



PSHE: What will help me to achieve my dreams and goals?

This unit of work will enable us to consider what we need to put in place to achieve our future goals.

We will:

- Consider how personal motivation helps us.
- Discuss the 'steps to success' and how they are important.
- Explore the types of difficulties some people may need to overcome.
- Work collaboratively to achieve a common goal that in turn will help other to achieve their own personal goals.

Computing: Can I follow the "Use-Modify-Create" model?

This unit explores the concept of variables in programming through games in Scratch. We will find out what variables are and relate them to real-world examples of values that can be set and changed. We will:

- Use variables to create a simulation of a scoreboard.
- Follow the Use-Modify-Create model whereby children experiment with variables in an existing project, then modify them, before they create their own project.

French: What games and sports do you enjoy and why?

We will be able to participate in brief conversations about sports and why we enjoy them. We will:

- Learn and recall nouns relating to sport.
- Use adjectives to describe how we feel about different sports when expressing our opinion.
- Explore different forms of the verb 'jouer'.

Other information

PE kits: Mondays and Thursdays

Maths homework: Sent home on a Monday and returned on a Thursday

English homework: Sent home on a Thursday and returned on a Monday.

Homework club: Every Tuesday @ 3:20 – 4:15pm

The Year 6 Tudor Banquet for parents: Tuesday 30th January @ 2:30pm.

Science: How do living things adapt and thrive?

We will gain an understanding that the concept of evolution has allowed humans have a better understanding of the world around us and how living things have adapted and evolved over time. We will:

- Look at the process of fossilisation and how fossils support the theory of evolution.
- Consider which features offspring inherit from their parents and classify features which are and are not inherited.
- Observe how animals have evolved over time by looking at the primate family tree and comparing their skulls and skeletons to explain how they have adapted.
- Understand how the human species has evolved according to Charles Darwin.

DT: How does Tudor food differ from modern day?

Children will have a deeper understanding of how food has changed over time due to key historical events. We will:

- Explore how food produce, storage and preparation has changed over time.
- Be able to use appropriate utensils and use a range of techniques for measuring, preparing and combining ingredients.
- Carry out sensory evaluations of a range of Tudor foods.
- Be able to use the analysis of the foods to design new recipes.

Geography: How has the structure and organisation of Britain changes since Tudor times?

We will explore the expansion of England's exploration and trade with the rest of the world and how this has had a long and lasting impact. We will map out the attack of the Spanish Armada and evaluate the outcomes. In addition, we will:

- Understand how life in England was very different for rich and poor Elizabethans and how the leisure activities that the leisure activities that they were likely to in were dependent on class.
- Explore the impact that numerous outbreaks of the Bubonic Plague had on the population of England.
- Examine significant achievements during the Elizabethan era and the impact that these had on England and its population.