

**Book Spine:** The Vanishing Trick – Jenni Spangler  
**Text:** Shackleton’s Journey – William Grill  
**Writing stimulus:** Street Child - *Berlie Doherty*  
**Diary entry** – as Jim Jarvis  
**Newspaper Report-** Young Worker Escapes  
**Non-chronological report** – Children’s Jobs in Victorian Times.  
**Biography** -on Thomas Barnardo  
**Grammar:**  
 Semi- colons, dashes, colons, conjunctions, modal verbs, parenthesis

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  
 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  
 Describe the ways in which nutrients and water are transported within animals, including humans

**Time:** Calculating time intervals (12hr, 24hr clock), Contextual problems and timetables.  
**Addition, Subtraction, Multiplication, Division:**  
 Formal long division and multiplication, mental calculations, problems, estimation to check. BIDMAS.  
**Ratio and Proportion:** Ratio of 2 or more quantities, problems, scale factor, percentages.  
**Fractions:** Simplify, compare, order, equivalent, add and subtract, multiply and divide decimals and fractions. Rounding.  
**Measures:** Problems, conversions, miles and km.  
**Geometry:** Draw 2D shapes from descriptions, compare, classify, calculate angles, identify radius, diameter, circumference, angles. Coordinates (four quadrants) reflect and translate.  
**Algebra:** Simple formulae, sequences, missing numbers written algebraically, two unknowns, possibilities.  
**Statistics:** Mean average.

**English**

**Science**

**Mathematics**

**RE:**  
 The story of Noah  
 Easter: The suffering of Jesus  
 Baisakhi- Sikhism  
 Angulimala and the Buddha- Buddhism  
**PSHE:**  
 Physical illness/Mental Illness  
 Young minds  
 Immunisation

**PSHE  
RE**

**Year 6 Spring 2020-2021**  
**Title: Victorian Britain**  
 Question: How did the Victorians change Britain?




*Achieving  
Excellence  
Inspiring  
Dreams*

**MFL**

Places around school; subjects and opinions; definite and indefinite articles: le/la; un/une; Perfect tense: regular –er verbs with avoir (eg J’ai joué, J’ai parlé); Phonic focus: an, en, un, in, ain, qu, er, ère, silent final consonant

**Physical Education**

**Music**

Music with a social meaning- protest songs.  
 Understand some of the different cultural meanings and purposes of music.

**Quicksticks:** Keep control of a ball when moving in a variety of directions Pass with accuracy and control Hit a ball into a goal when moving and from different angles  
**Gymnastics:** Perform increasingly complex dynamic sequences of 6 elements Show accuracy, clarity, fluency, and consistency in movements Mount and dismount apparatus with control  
**Tennis:** Hit a ball into space consistently where aiming Apply control and decision making of a shot when returning a ball Use a range of different shots e.g. forehand, backhand & overhead with confidence  
**Football:** Control a ball with different parts of the foot and when moving Dribble and perform a turn with control and some speed Kick a moving ball past an opponent into a goal with accuracy

**Computing**

**Computing:**  
 Chn to make an eBook based on *Victorian Britain*.  
 Chn to create a healthy lifestyle leaflet using research.  
**E Safety UNICEF 8/16**

**History**

Victorian jobs- Use pictorial and written sources to identify children’s jobs in Victorian times and evaluate the reliability. Which was the worst job? Use information from sources to write diary entries.  
 Hot seating factory/workhouse owners - children to explore different viewpoints.  
 Timeline of laws regarding children in Britain – focusing on work and education.  
 Dr Banardo and Lord Shaftbury- who were they and what laws did they pass? What impact did they have on the lives of Victorian children?  
 Children at school- How did rich schools compare to poor schools?

**Geography**

Introduction to Australia– understand the place, shape and scale of the country.  
 Zoom in closer on Australia –focus on famous landmarks in Sydney and physical features – 6 grid references.  
 Life in Sydney – consider transport, hobbies and leisure, tourism – Would you emigrate? Why do people move in/out?  
 How did we discover Australia? History Link – British Empire. Research Captain Cook and his significance in our link with Australia.  
 Uluru – Look at movement of aborigine settlements and their lifestyles - language and culture.  
 Ayers Rock Conflict - to climb the rock or not? Give consideration to environmental impact and tourism.

**Art & DT**

Sketching: self-portraits.  
 Cubism:- Developing self-portraits in the style of Picasso.  
 Children to explore Aboriginal art then, use pointillism to create an authentic piece.  
 D.T: Designing and making a Victorian coin purse.