



# St. Josephs Curriculum Overview, Year 6: Spring 1 2022



## FAIRtrade?

The main theme of this half-term is FAIRtrade. Children will investigate what Fairtrade means, where it operates and why it is needed. They will look at the socio-economic benefits this has and some specific Fairtrade products and where they are sourced. Children will then research different packaging designs before creating their own Fairtrade chocolate bar, complete with their newly-designed packaging. The main subject drivers of this theme are geography and design technology.

How far does our food travel?

What are food miles?

What does Fairtrade mean?

How do we know which products are Fairtrade?

## Core Subjects

### READING

In whole-class reading sessions, children will explore a variety of novel extracts, songs, poems and non-fiction texts linked to a particular theme, which will change each week. This will be supplemented with guided reading sessions and a daily class read. The themes for this half term include notable people, animals including humans, picture books, Katherine Rundell and children's classics. We will also study the books 'The boy in tower' and 'Holes'.

Each lesson will include elements of and build on the VIPERS skills of vocabulary, inference, prediction, explain, retrieve and summarise.

- To identify unfamiliar vocabulary and discuss possible meaning
- To use point and evidence prompts when responding to a text
- To use clues from characters' actions and speech to make plausible predictions
- To compare characters within and across texts, making links between them

### WRITING

**Narrative:** The Storm

**Purpose:** To entertain

**Outcome:** To produce a multimedia eBook of a storm in action, using personification, pathetic fallacy and other poetry devices

**Poetry:** The Dreadful Menace

**Purpose:** To entertain

**Outcome:** To write and record of our version of the Dreadful Menace as a multimedia video

- To identify how authors create a specific mood
- To manipulate sentences for effect
- To use devices to build cohesion between paragraphs in narrative
- To use specific vocabulary for mood and effect
- To consciously control the use of different sentence structures for effect
- To use figurative language to convey mood and atmosphere
- To use imagery to describe a setting

**Non-Fiction:** How does the circulatory system work?

**Purpose:** To inform

**Outcome:** To produce a double-page spread for an information book

### COMPUTING

In computing this term, children will experiment with virtual reality by creating an interactive VR experience using the app 'Keynote'. The project uses the D.A.R.E.S approach so children will design, apply, refine, evaluate and share their final projects with each other.

- To create an interactive guide to a image by embedding digital content and publishing it online
- To create a webpage and embed video
- To create videos using a range of media (green screen, animations, film and image)
- To make a digital photo using camera settings
- To create an interactive VR experience
- To solve problems by decomposing them into smaller parts

<ul style="list-style-type: none"> <li>• To discuss and find evidence of the theme of a text</li> <li>• To scan for key information</li> <li>• To distinguish between statements of fact and opinion within a text</li> <li>• To explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when.</li> <li>• Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up</li> <li>• Demarcate complex sentences using commas in order to clarify meaning.</li> <li>• Identify and use brackets to indicate parenthesis</li> <li>• Link ideas across paragraphs using adverbials for time, place and numbers</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Choose appropriate text-form and type for all writing.</li> <li>• Select the appropriate structure, vocabulary and grammar.</li> <li>• Draw on similar writing models, reading and research</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>retrieve, infer, predict, summarise, evidence, scan, point, explain</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Relevant vocabulary built up and magpied from relevant examples and models shared</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>animate, media, virtual, interactive, transition</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Read daily for 10-15 minutes</li> <li>• Take quiz on Accelerated Reader once you've finished a book</li> <li>• Use websites like Read Theory and Get Epic</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Encourage me to write for pleasure, completing any homework set, working on my handwriting, practicing and testing me on my weekly spellings and subject vocabulary. Comment on my writing on Seesaw</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• 'Tinker' with existing Scratch projects using the remix tool</li> <li>• Play games like A.L.E.X. and Cargo-Bot on school iPad</li> <li>• Experiment with Keynote on school iPad</li> </ul>
<p style="text-align: center;"><u>MATHS</u></p> <p>In maths lessons, children will cover decimals, percentages and algebra.</p> <p><u>Decimals</u></p> <ul style="list-style-type: none"> <li>• To read and write decimals to three decimal places</li> <li>• To multiply and divide decimals by 10, 100, 1000</li> <li>• To multiply and divide decimals by integers</li> <li>• To find equivalences between fractions and decimals</li> <li>• To solve problems involving decimals</li> </ul> <p><u>Percentages</u></p> <ul style="list-style-type: none"> <li>• To find percentages of an amount</li> <li>• To convert fractions to percentages</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>In science, children will explore the circulatory system, looking at the parts that make up the circulatory system, how our heart works, what happens to our heart during exercise and what our blood is made up of.</p> <ul style="list-style-type: none"> <li>• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term)</li> <li>• To describe the ways in which nutrients and water are transported within animals, including humans</li> <li>• The heart is a major organ and is made of muscle</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p>In Come and See lessons, children will cover the topics of sources and unity. In our sources topic, children will discuss their favourite books and why. We will then look at the books of the bible and how it is structured. In our unity topic, children will discuss how a friendship is nourished and how we can live in communion with God.</p> <p><u>Sources</u></p> <ul style="list-style-type: none"> <li>• To compare their own and other people's ideas about how books enrich our lives</li> <li>• To make links between scripture and Christian beliefs</li> <li>• To give reasons for when and how Christians use the Bible</li> </ul>

<ul style="list-style-type: none"> <li>To find equivalences between fractions, decimals and percentages</li> <li>To order fractions, decimals and percentages</li> </ul> <p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>To find a rule</li> <li>To form expressions</li> <li>To find pairs of values</li> <li>To write and follow formulae</li> </ul>	<ul style="list-style-type: none"> <li>The heart pumps blood around the body through vessels and this can be felt as a pulse</li> <li>The heart pumps blood through the lungs in order to obtain a supply of oxygen.</li> <li>Blood carries oxygen/essential materials to different parts of the body</li> <li>During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase</li> <li>Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete</li> <li>An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals)</li> <li>Tobacco, alcohol and other 'drugs' can be harmful</li> <li>All medicines are drugs, not all drugs are medicines</li> </ul>	<ul style="list-style-type: none"> <li>To show understanding of how the Bible shapes the lives of Christians</li> </ul> <p><u>Unity</u></p> <ul style="list-style-type: none"> <li>To make links to show how feelings and beliefs about friendship and unity affects behaviour and that of others</li> <li>To make links between scripture and the Eucharist</li> <li>To give reasons why Christians gather together in 'communion' and receive 'Holy Communion'</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Decimals: tenth, hundredth, value, equivalent, simplify, partition</p> <p>Percentages: percent, denominator, hundredth, convert</p> <p>Algebra: equation, input, output, function, expression, formulae</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Aorta, atrium, artery, blood vessels, oxygenated, deoxygenated, nutrients, pulse, vein, vena cava, ventricle, villi</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Sources: Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre</p> <p>Unity: Eucharist, communion, community, unity, friendship, nourish</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Regular practice of multiplication facts on TT Rockstars</li> <li>Recap quizzes on QuizShed using school iPad</li> <li>Helping to create budgets at home e.g. shopping budgets</li> <li>Practice formal methods of calculation using examples from Seesaw</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Research circulatory system. Use school iPad to demonstrate research</li> <li>Create an animation of what happens in the circulatory system</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Share favourite books and books you read as a child</li> <li>Share bible stories</li> <li>Take me to mass</li> </ul>
<p><b>Foundation Subjects</b></p>		
<p style="text-align: center;"><u>PHSE</u></p> <p>In PSHE, our focus will be on how the media influences people. We will also finish our learning about healthy and</p>	<p style="text-align: center;"><u>DESIGN TECHNOLOGY</u></p> <p>In Design Technology, children will create a new Fairtrade chocolate bar and will design packaging for it.</p>	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>In Geography, children will examine where Fairtrade operates and why, based on physical and human features. Children will use map skills to identify the origin of foods from around the world and will 'zoom in' on a particular Fairtrade region of the</p>

<p>unhealthy habits and how legal and illegal drugs can affect health.</p> <ul style="list-style-type: none"> <li>• To understand how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• To understand how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• To understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• To understand how text and images can be manipulated or invented; strategies to recognise this</li> <li>• To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• To recognise unsafe or suspicious content online and what to do about it</li> <li>• To understand how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• To discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• To construct more complex structures by applying range of strategies in order to solve real/relevant problems</li> <li>• To draw on disciplines &amp; making connections to wider subject areas, apply understanding of computing to program, monitor and control products</li> <li>• To make connections to real &amp; relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)</li> <li>• To use research to inform innovative design and generate own design criteria</li> <li>• To confidently take calculated risks to become innovative, resourceful and enterprising</li> <li>• To select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</li> <li>• To explain and understand how key events and individuals in D&amp;T helped to shape the world</li> <li>• To know where/how a variety of ingredients are grown, reared, caught and processed and its impact on meal design</li> <li>• To develop crucial life skill of feeding themselves and others affordably and well</li> </ul>	<p>world to carry out an in-depth study of its physical geography. Children will also explore issues like trade, farming and economy.</p> <ul style="list-style-type: none"> <li>• Analyse geographical similarities and differences (regions of UK &amp; N/S America) and communicate geographical concepts in a wider variety of ways</li> <li>• Locate world’s countries and cities using maps and explain environmental regions and key physical/human features</li> <li>• Apply understanding of positional language to explain geographical characteristics</li> <li>• Examine and explain key aspects of physical geography (climate zones, vegetation belts, rivers)</li> <li>• Examine and explain key aspects of human geography (economic activity / distribution of natural resources)</li> <li>• Understand the interaction between physical and human processes and features and how these change over time</li> </ul>
<p style="text-align: center;">Key Vocabulary</p> <p>Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions, peer pressure, gambling, risk, media, misleading, advertising, marketing</p>	<p style="text-align: center;">Key Vocabulary</p> <p>designing, influence, accuracy, communicate, criteria, Fairtrade, aesthetics, reflection, packaging, awareness, target market, branding, unique, appealing, process</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Fairtrade, topographical, poverty, charitable, sustainable, economic, discriminate, conditions, trade, ethical, population, classification, livelihood, exporters</p>
<p style="text-align: center;">Help me at Home by</p> <p>- Talking to me about how to keep myself safe online.</p> <p>- Talk to me about how to report any concerns I might have appropriately</p>	<p style="text-align: center;">Help me at Home by</p> <p>- research food packaging when in shops</p>	<p style="text-align: center;">Help me at Home by</p> <p>- read food packaging to find out country of origins</p> <p>- Use school iPad to research FAIRtrade projects</p>

## PE

Children will have two PE sessions a week, led by Miss Garvin (specialist sports teacher). Children will cover invasion games, with a focus on applying these skills into netball. They will also recap gymnastic skills from the previous half term. Linking to PSHE, each session will highlight the benefits of exercise on mental and physical health, as well as the specific skills to achieve in each lesson.

### Invasion Games:

- Use different techniques for passing and shooting the ball in games with accuracy and control i.e. push pass, dribbling the ball, shooting at goal close down an opponent effectively successfully mark a player or mark a space tackles safely.
- Use attacking and defending skills appropriately in games. I.e Choose when top pass successfully, dribble at an appropriate time to gain space, lose a defender sometimes, anticipate an attacker moving when defending.
- Use good-quality skills effectively for passing, and shooting the ball in games
- Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well.
- Evaluate their own game play including when to pass the ball, when to shoot etc.

### Creative games:

- Revise travelling, sending and receiving skills using a variety of objects.
- Revise tactics used in different invasion games.
- To revise rugby skills and use in a game.
- Solve tactical problems in an invasion game.
- Explore positions and formations in invasion games.
- Choose and apply tactics and skills consistently in an invasion game.

### Gymnastics:

- Perform shapes and balances with a partner
- Perform group balances
- Perform basic gymnastic action and balances using equipment
- Create a linked sequence of gymnastic movements

## MUSIC

In this unit, we will focus on one song from Benjamin Britten's Friday Afternoons: A New Year Carol

- To describe the style indicators of the song/music.
- To describe the structure of the song.
- To identify the instruments/voices they can hear.
- To talk about the musical dimensions used in the song
- To play instrumental parts accurately and in time as part of the performance
- To develop a deeper understanding of the history and context of music
- To play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
- To demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music

## MFL

In MFL, children will study French. This half term, children will learn core vocabulary and phonetics and will cover the topic 'presenting myself', in which children will be able to tell someone some key details about themselves, such as where they live, their name and age and how they are.

- To communicate by asking and answering a wider range of questions, using longer phrases and sentences.
- To present short pieces of information to another person.
- To apply phonic knowledge to support speaking
- To understand the concept of gender and which article to use correctly with different nouns.
- To accurately read and understand familiar written words, phrases and short sentences
- To accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.
- To repeat all my personal details in French, and ask for the same information back
- To recall and spell numbers 1-20 clearly in French
- To say whether I am French or English and how the pronunciation changes if I am a girl or boy.

<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Tactic, territory, opposition, formation, attack, defence, sequence, balance,</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Relevant vocabulary built up through each topic and revised throughout.</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Keeping me active, researching famous athletes, taking me to watch sports/TV, talking to me about tactics, keeping fit with me, talking about healthy balanced diets.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>• Talk to me about the music I hear on radio, TV etc</li> <li>• Listen to different styles of music (hip hop, classical, country)</li> <li>• Share your own musical preferences and why you like them</li> </ul>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <ul style="list-style-type: none"> <li>• Practice key phrases</li> <li>• Memory games</li> <li>• Access games on Language Angels website</li> </ul>
<p style="text-align: center;"><b>Visitors, Visits and Outdoor Learning within the theme:</b></p> <p>- Visit to supermarkets and shops to research food origins. Visitors to school on our 'Throne of Words' to discuss and be questioned on their life stories.</p>		