

LEYS FARM JUNIOR SCHOOL
Year 6 – MEDIUM TERM PLANNING – CURRICULUM OVERVIEW
Spring 2023 – The Roof of the World

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Sign Home-School Planners - reading ● Revisit Class Charter (including 5 school rules/rights) ● British Values ● Anti-bullying ● Dyslexia Gold Assessments updated ● Pupil progress meeting ● English, Maths and Standards Scrutiny ● ScholarPack assessment update end of term ● Class track assessments part of PPA ● Maths and English assessments. 	<ul style="list-style-type: none"> ● Chinese New Year - 22nd January ● Burns Night - 25th January ● Safer Internet Day – 7th February ● Valentine’s Day - 14th February ● Shrove Tuesday - 21st February ● Lent – 22nd February ● St David’s Day – 1st March ● St Patrick’s Day -17th March ● Holi - 8th March ● Mother’s Day - 19th March ● Ramadan – 22nd March/21st April. 	<ul style="list-style-type: none"> ● Entry point – Mind Map/AfL ● Class Story – Everest with AJ ● Homework – Class Dojo ● PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers ● Science - Explorify ● DEAR ● Reading reward for 5 reads per week and reading activities ● Exit point - Sharing work / meta-cognition activity ● Interventions / Booster preparation for SATs.
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>UKS2 curriculum objectives to be covered by the following texts:</p> <p>Focus: Everest with AJ (VIPERS) Chapter by chapter</p> <p>A range of texts from Literacy Shed + focusing on all aspects of VIPERS (fiction and non-fiction)</p> <p>Echo Reading</p>	<p>Focus: GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink. Skill based activities to unpick an expected level piece of writing.</p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader?</p>	<p>Focus: Securing understanding of grammar terminology, spelling rules and punctuation use through the teaching of Alan Peat sentences, weekly spellings, and phonic lessons/interventions.</p> <p>Grammar Can I recognise and use the terms subject and object? Can I identify the difference between active and passive voice? Can I write in the active voice?</p>

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<p>Reading Plus daily</p> <p>Focus on impressions, explanation of figurative language, inference and 3-mark detailed questions using APE.</p> <p>Can I maintain positive attitudes to reading and an understanding of what I read?</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<p>Can I identify what makes a WAGOLL expected or greater depth than age-related standard?</p> <p>Can I up level my vocabulary by investigating connotations of words?</p> <p>Can I choose a variety of exciting sentences in the right genre context?</p> <p>Genres: Evocative description using senses. Can I use both active and passive to describe Mount Everest? Everest with AJ – first-person narrative (style of AJ) Can I stylize my writing to write as dog? Mountain adventure narrative Can I plan, write and edit a mountain adventure story? Narrative based on myths and legends of the Himalayas Can I retell a Himalayan myth or legend? Persuasive Writing Can I persuade people to visit the Himalayas? Biographical Writing Can I write a biography on Tenzing Norgay? Newspaper Can I plan, write and edit a newspaper article based on the Everest disaster in Everest with AJ?</p>	<p>Can I write in the passive voice? Can I find synonyms of words to up level my writing? Can I identify antonyms of words and use them in my writing? Can I use vocabulary strategies to identify the meaning of unknown words? Can I use semicolons, colons or dashes to mark boundaries between independent clauses? Can I use a colon within sentences to subordinate? Can I use hyphens to avoid ambiguity? Can I use brackets, dashes or commas to indicate parenthesis? Can I recognise types of phrases and clauses?</p> <p>Spelling USE OF SPELLING SHED FOR WEEKLY SPELLINGS. Can I spell words from the 5/6 statutory spelling list?</p> <p>Focus on challenge words, words with long vowels, words with short vowels, prefix -over to verbs, converting nouns into adjectives using suffix -ful.</p> <p>Continue to learn strategies and spelling patterns through morphology - root words, prefixes and suffixes. Begin to explore etymology of words used in the English language from settling/ history of region.</p>
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<p>Can I understand what I have read?</p> <ul style="list-style-type: none"> ● by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● predicting what might happen from details stated and implied ● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning. <p>Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?</p> <p>Can I distinguish between statements of fact and opinion?</p> <p>Can I retrieve, record and present information from non-fiction?</p> <p>Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?</p> <p>Can I explain and discuss their understanding of what I have read, including through formal presentations and</p>	<p><u>Handwriting</u> <i>Collins Happy Handwriting scheme.</i></p> <p>Can I write all letters legibly?</p> <p>Can I increase my speed when writing in length ensuring legibility?</p> <p>Can I recognise the needed length for each ascender and descender?</p> <p>Can I recognise where all letters should join?</p> <p>Can I begin to make decisions on which letters need to be left un-joined?</p> <p>Can I recognise when to use an un-joined style?</p> <p>Can I peer-assess handwriting to provide constructive feedback on how to improve?</p>	
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debates, maintaining a focus on the topic and using notes where necessary?
 Can I provide reasoned justifications for my views?

Speaking and Listening/Spoken Language:

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

Can I listen and respond appropriately to adults and my peers?

Can I ask relevant questions to extend my understanding and knowledge?

Can I use relevant strategies to build my vocabulary?

Can I articulate and justify answers, arguments and opinions?

Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?

Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?

Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?

Can I speak audibly and fluently with an increasing command of Standard English?

Can I participate in discussions, presentations,

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<p>performances, roleplay/improvisations and debates? Can I gain, maintain and monitor the interest of the listener(s)? Can I consider and evaluate different viewpoints, attending to and building on the contributions of others? Can I select and use appropriate registers for effective communication?</p>		
Maths		
<p>Focus: Further develop conceptual knowledge and understanding and apply this to SATs based questions. All units to have a cold and hot task to show progression within the concept.</p> <p>Ratio: Can I decide whether to add or multiply? Can I use ratio language? Can I use the ratio symbol? Can I link ratio to fractions? Can I draw to a scale? Can I explain similar shapes? Can I solve ratio-based problems? Can I solve proportion problems? Can I solve ratio problems with recipes?</p> <p>Vocabulary</p>	<p>Fractions, Decimals and Percentages: Can I find fraction and decimal equivalences? Can I understand that fractions are division? Can I understand percentages? Can I convert fractions to percentages? Can I find equivalent fractions, decimals and percentages? Can I order mixed fractions, decimals and percentages? Can I find percentages of amounts? Can I find percentages with missing values?</p> <p>Vocabulary <i>Numerator, denominator, percentage, equivalent, convert.</i></p> <p>Area, Perimeter and Volume Vocabulary:</p>	<p>Converting Units: Can I recap kilograms and kilometres? (Year 5) Can I recap millimetres and millilitres? (Year 5) Can I recap converting units of time? (Year 5) Can I read and interpret timetables? (Year 5) Can I understand metric measures? Can I covert metric measures? Can I convert miles and kilometres? Can I understand imperial measures?</p> <p>Vocabulary: <i>Units, kilograms, kilometres, millimetres, millilitres, metric, imperial, miles,</i></p> <p>Projects -</p> <p>Additional Maths Teaching Daily:</p>

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<p><i>Ratio, proportion, scale, scale factor.</i></p> <p><u>Algebra</u> Can I solve calculations with two functions? Can I form expressions? Can I use substitution to find unknowns? Can I use algebraic formulae? Can I solve two step equations? Can I find pairs of values?</p> <p><u>Vocabulary</u> Expression, substitution, formula, values, inverse</p> <p><u>Decimals</u> Can I understand place value within 1? Can I round decimals? Can I use the four operations with decimals? Can I multiply decimals by 10,100 and 1000? Can I use the four operations with decimals in context?</p> <p><u>Vocabulary</u> <i>Place value, tenth, hundredth, thousandth.</i></p>	<p>Can I identify shapes with the same area? Can I find area and perimeter of shapes? Can I find the area of a triangle? Can I find the area of a parallelogram? Can I find volume of a cuboid?</p> <p><i>Vocabulary:</i> <i>Area, perimeter, compound, squared.</i></p> <p><u>Statistics</u> Can I interpret line graphs? Can I interpret dual bar charts? Can I interpret pie charts (with and without percentages)? Can I draw pie charts? Can I find the mean?</p> <p><u>Vocabulary:</u> <i>Interpret, axis, average, mean.</i></p>	<ul style="list-style-type: none"> ● Timetables - TT Rockstars ● Flashback ● Assessment for Learning ● Problem-Solving and Reasoning ● Fluent in 5 – Early Bird <p>Weekly:</p> <ul style="list-style-type: none"> ● Arithmetic test ● Timetables interventions ● Tailored interventions.
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p><u>Prior Learning/Knowledge:</u> Shading – tones Primary colours How to mix secondary colours</p>	<p><u>Prior Learning/Knowledge:</u> Food hygiene,</p> <p><u>Focus:</u></p>	<p><u>Prior Learning/Knowledge:</u> Describe the changes as humans develop to old age. Understand the gestation of animals in comparison to humans.</p>

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<p><u>Focus:</u> Pencil, Paint and ink.</p> <p><u>Vocabulary:</u> Texture, tone, effects, depth, perspective, design, pattern, colour, materials, secondary, tertiary</p> <p><u>Pencil:</u> Can I use drawing pencils, charcoal & chalk to create contrasting effects of line, texture & tone? Can I develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings? Can I use appropriate pattern in designs to show depth and perspective?</p> <p><u>Ink and Paint: Inspired by Craig Muderlak, Nikki Frumpkin and Sarah Uhl</u> Can I apply ratio to mix secondary and tertiary colours? Can I build-up pattern for creating depth? Can I choose contrasting colours to make aspects of my art stand out?</p> <p><u>Expression:</u> Can I use a sketchbook to store information on colour mixing, brush marks, etc.?</p>	<p><u>Great British Dishes:</u> Can I describe some traditional English sweet and savoury dishes? Can I describe and make some traditional Welsh and Scottish dishes? Can I describe the influence of other cultures on British cuisine? Can I plan and shop for a meal?</p> <p><u>Vocabulary:</u> Knead, Whisk, Beat, Combine, Fold, rubbing in, Claw grip, traditional, culture, influenced.</p>	<p>(Year 3 Light) Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p> <p><u>Focus:</u> Animals including Humans Light</p> <p><u>Vocabulary:</u> Animals including Humans: <i>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle.</i></p> <p><u>Light:</u> <i>Light, plus straight lines, light rays, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.</i></p> <p>Animals including Humans:</p>
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		<p>Can I label and explain the key features of the skeletal and muscular system of a human? Extension – Other animals.</p> <p>Can I identify the main parts of the human circulatory system? https://www.bbc.co.uk/bitesize/topics/zwdr6yc</p> <p>Can I explain the functions of the heart, blood vessels and blood?</p> <p>Can I explain how the digestive system works within animals and humans? – Model Digestion. https://www.youtube.com/watch?v=7av19YhNkHE</p> <p>Can I recognise the impact of diet and exercise? Can I identify the impact of drugs and lifestyle? Observation over time - how long does it take my pulse rate to return to my resting pulse rate (recovery rate).</p> <p>Light:</p> <p>Can I explain how light travels? Light mazes. Can I identify, label and explain the functions of the parts of the human eye? Can I investigate and explain how reflection works? Create Periscope. Can I investigate what refraction is and how it happens? Use of water and torches. Discuss why objects look in a different place under water. Can I understand where colours come from? Look at soap bubbles. Can I understand the process of why we get shadows?</p>
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		<p>Enquiry Skills – Observation over time Secondary research Pattern seeking Comparative Testing Identifying, Grouping, Classifying</p> <p>Disciplinary Knowledge - Can I identify variable types in order to create a ‘fair test’? Can I evaluate tests in regard to reliability and validity? Can I explain that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry? Can I name the five enquiry types and be able to choose appropriate ones for given theories? Can I explain that validity is a spectrum – and scientific knowledge has adapted throughout history as more about the world is learnt?</p>
French (Modern Foreign Languages)	Geography	History
<p>Use of Language Angels Scheme of Work <u>Prior Learning/Knowledge:</u> Weather – New topic Family – Numbers 1-20 and basic personal details from the ‘Presenting Myself’ unit.</p>	<p>Prior Learning/Knowledge: Continents, Biomes, Climate change, fossilisation, tectonic plates (linked to Earthquakes).</p>	<p>EQ: Does history fairly choose and tell the story of all significant individuals?</p>

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<p>Focus: <i>(Language Angels)</i> The Weather: Can I name 9 weather types? Can I ask what the weather is like in French? Can I say what the weather is like in French? Can I read and identify the different weather types? Can I be a French weather reporter using my knowledge on how to say different weather types?</p> <p>Vocabulary: <i>Quel temps fait-il? Il pleut, Il neige, Il y a un orage, Il y a du soleil, Il y a du vent, Il fait beau, Il fait mauvais, Il fait chaud, Il fait froid</i></p> <p>Family: Can I remember various nouns for family members in French? (Revision) Can I definite articles/determiners for members of the family? Can I learn how to use the possessive adjective 'my' with increasing accuracy and understanding? Can I ask if someone has any brothers or sisters? Can I use the correct verb tense to include family members names into my answers?</p> <p>Vocabulary:</p>	<p>EQ: Why are mountains so important? Ancillary questions- Why are the mountains of Olympus, Mauna Kea and Everest so important? How are the world's greatest mountain ranges formed? Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals at the summit of Everest? How are the Cambrian mountains different from the Himalaya Mountains? What mountain ranges are local to us and why are they so important in terms of Geology and tourism?</p> <p>Cultural links: Sherpas Significant Individuals: Hillary and Tenzing Norgay George Mallory and Andrew Irvine.</p> <p>Key Vocabulary: <i>Significant, sherpa, Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier.</i></p>	<p>Cultural links: Nepalese soldiers in WW2 – link to adaptations due to climate. Significant Individuals: Hillary and Tenzing Norgay</p> <p>Key Vocabulary: <i>Significant, Sherpa, record</i></p> <p>Key Knowledge: Can I describe how George Mallory might have been the first to climb Everest, stating arguments for and against this? Can I describe how Hillary and Norgay reached the peak of Everest and how historical factors influence this achievement?</p> <p>Black History Can I explain the significance Tenzing Norgay? Can I explain why black history is so important?</p>
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<p><i>La famille, Le père, La mère, Le frère, La Sœur, Le grand- père, La grande-mère, Le fils, La fille, Les Parents, As-tu des frères et sœurs?</i></p>	<p>Key Knowledge:</p> <p>Can I recognise where we are in the world in relation to local mountain ranges (Scarfel Pike), the Cambrian’s in Wales, Ben Nevis in Scotland and further afield (Himalayas, the Alps)?</p> <p>Can I recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements?</p> <p>Can I identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover?</p> <p>Can I explain how the movement of plates of the Earth’s crust can form ranges of fold mountains?</p> <p>Can I reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924?</p> <p>Can I demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953?</p> <p>Can I identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales, Scarfel Pike in the peak district and the Himalaya Mountains?</p>	
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<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u> Pitch Tempo Singing Sequence.</p> <p><u>Charanga Focus:</u> How Does Music Teach Us about Our Community?</p> <p>Can I read and write musical notations? Can I understand the difference between duration, pulse, rhythm and pitch? Can I showcase the difference between duration, pulse, rhythm and pitch? Can I explain connections that songs have to a social and cultural context? Can I respond to music with feelings and movements? Can I learn how to sing a song using the correct pitch? Can I play an instrument using the correct notes? Can I improvise and compose my own song? Can I perform my song in front of an audience?</p> <p><u>Vocabulary:</u> Duration, pulse, rhythm, pitch, melodic, melody, tempo, improvising, sequence, notations, notes</p>	<p><u>Prior Learning/Knowledge:</u> Start to perform a variety of rolls e.g. side roll, teddy roll and egg roll. To perform a cartwheel (recap needed) To start to perform and evaluate a sequence. Start to understand how to perform a complex dance sequence – Interpretive Dance</p> <p><u>Focus:</u> Gymnastics – Floor Movements Dance – Performance Dance,</p> <p><u>Vocabulary:</u> Gymnastics – Floor Movements: <i>Posture, Control, Balance, Fluidity, Technique, Concentration, Flexibility,</i></p> <p>Dance - Performance Dance: <i>Tempo, Timing, Energy, Beat, Confidence, Effort,</i></p> <p><u>Gymnastics – Floor Movements:</u> Can I perform a variety of gymnastic movements including rolls with increased control? (Lesson 1 and 2) Can I safely perform a cartwheel? (Lesson 3) Can I start to create an extended sequence including taught movements? (Lesson 3)</p>	<p>Using JIGSAW Scheme of Work <u>Prior Learning/Knowledge:</u> When I grow up (Dream Lifestyle) Investigating Jobs and Careers Dreams and Goals of Young People in other Cultures How can we support each other? Links to Charity work.</p> <p><u>Focus:</u> Dreams and Goals Healthy Me – Links to Science (Animals including Humans).</p> <p><u>Vocabulary:</u> Dreams and Goals: <i>Dream, Hope, Goal, Achievement, Suffering, Hardship, Empathy, Motivation.</i></p> <p>Healthy Me: <i>Responsibility, Choice, Immunization, Prevention, Drugs, Effects, Prescribed, Restricted, Illegal, Volatile Substances, Exploited, Vulnerable.</i></p> <p><u>Puzzle 3 – Dreams and Goals:</u> Can I understand what a personal goal is? (Piece 1)</p>

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<p><u>Using Chords and Structure:</u> Can I explore a musical style through the style indicators of the music and its performer? Can I learn to sing the song as part of an ensemble/choir? Can I play a musical instrument as part of a song? Can I compose music to go with a song? Do I know what a chord is and how they add to music?</p> <p><u>Vocabulary:</u> Duration, pulse, rhythm, pitch, melodic, melody, tempo, improvising, sequence, notations, notes, dynamics, verse, chorus, bridge.</p>	<p>Can I perform my sequence of movements with increased accuracy? (Lesson 4) Can I evaluate my sequence identifying areas of success and improvement? (Lesson 4) Can I perform my sequence to music? (Lesson 5) Can I apply gymnastic principles to apparatus? (Lesson 6).</p> <p><u>Dance – Performance Dance:</u> Can I use prior knowledge to ‘free move’ to a piece of music? (Lesson 1) Can I create part of a dance sequence? (Lesson 2) Can I refine my performance including all steps to success? (Lesson 3) Can I give appropriate feedback to my peers? (Lesson 3) Can I add direction into my dance performance? (Lesson 4) Can I include props or apparatus in my performance? (Lesson 5) Can I confidently perform my dance in front of an audience? (Lesson 6)</p>	<p>Can I set a challenging but realistic goal for myself? (Piece 1) Can I list the steps to success to achieve my goal? (Piece 2) Can I identify problems in the world that concern me? (Piece 3) Can I create a dream that I have for the World? (Piece 3) Can I create a project or event to help raise money for a charity? (Piece 4) Can I advertise to raise awareness of my chosen project or event? (Piece 5) Can I reflect to share success and achievement? (Piece 6)</p> <p><u>Puzzle 4 – Healthy Me:</u> Can I have my own opinion of how we can take responsibility for my health and well-being? (Piece 1) Can I understand the difference between legal and illegal drugs? (Piece 2) Can I understand why people want to sell drugs even though it is illegal? (Piece 2) Can I reflect and identify alternative legal options rather than using drugs? (Piece 2) Can I understand that some people can be exploited and made to do things that are against the law? (Piece 3) Can I identify why some people join gangs and the risks this involves? (Piece 4)</p>
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		<p>Can I learn strategies that can be used to avoid being pressurised? (Piece 4)</p> <p>Can I understand what I means to be emotionally well and explore people’s attitudes towards mental health? (Piece 5)</p> <p>Can I recognise how drug and alcohol misuse can cause stress? (Piece 6)</p> <p>Can I use different strategies to manage stress and pressure? (Piece 6)</p>
<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
<p>Using Lincolnshire agreed syllabus</p> <p><u>Prior Knowledge:</u> How Christians show they belong (Autumn Term)</p> <p>LAS Compulsory Life Journey – Islam Living – split over Spring/Summer</p> <p>Islam: Can I explain how Muslims show they belong? Rites of passage; compare to Christianity.</p> <p><u>EASTER – Themes of Easter</u> Discuss ideas of sacrifice and forgiveness, and Christian beliefs about Jesus’ death and resurrection, restoring humanity’s broken relationship with God.</p> <p>Can I explain why some people’s relationship with God has dwindled?</p>	<p>Using Purple Mash scheme of work</p> <p><u>Prior Learning/Knowledge:</u> Conversions of measurements Formulae including advanced mode Using text variables</p> <p><u>Purple Mash Focus:</u> Unit 6.3 Spreadsheets Unit 6.4 Blogging</p> <p><u>Vocabulary:</u> Unit 6.3 Spreadsheets: <i>Spreadsheet, probability, computational model, calculate, formulae, function, format, image toolbar, data.</i></p> <p>Unit 6.4 Blogging:</p>	<p>WINK-What I Now Know about Mountains</p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p>Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p> <p>Use knowledge and understanding:</p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage • Write a poem • Create a map • Write a song • Design a poster

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<p>Can I argue which is more important to Christians - Christmas or Easter?</p>	<p><i>Blog, Search bar, blog title, archive sidebar, blog description, blog post, resize button, edit button, nodes, concepts, audience.</i></p> <p>Unit 6.3 Spreadsheets: Can I create a spreadsheet to explore probability? Can I use spreadsheets in 'real life' creating a computational model? Can I use a spreadsheet to plan pocket money spending? Can I use a spreadsheet to plan a school event?</p> <p>Unit 6.4 Blogging: Can I identify the purpose of writing a blog? Can I identify the features of successful blog writing? Can I plan a theme and content for a blog? Can I understand how to write a blog? Can I consider the effect upon the audience of changing the visual properties of the blog? Can I understand the importance of regularly updating the content of a blog? Can I understand how to contribute to an existing blog? Can I understand the importance of commenting on blogs? Can I begin to peer-assess blogs against the steps to success?</p>	<ul style="list-style-type: none"> • PowerPoint presentation. <p>A Double Page Spread (A3) is to also be completed.</p>
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