

St Joseph's Catholic Primary School

Half Term Overview Planner

Theme: War/Justice Continued

Spring 1 2023



Year Group: 6

Teacher: Mrs Ward

	Wk 1	Wk 2 Let Culture Loose	Wk 3	Wk 4	Wk 5	Wk 6 Bikeability	Half term
RE	<p>RE Key Knowledge and Key Vocabulary:</p> <ul style="list-style-type: none"> Justice starts with each one of us: justice, injustice, oppression, power, God called the prophets from the Old Testament and that they spoke out against injustice. The different ways in which they responded and that some prophets were persecuted because they spoke out. Christians are called to work for justice. <p>Significant Individuals: Martin Luther King, Oscar Romero, Dorothy Day</p> <p>Key Scripture: Matthew 5: 1-12 (the beatitudes) & Matthew 5: 14-16 (light of the world) & Matthew 5: 43-48 (love your enemies) & Matthew 25: 31-46 (Parable of the Last Judgement [sheep & goats]) & Luke 10: 25-28 (the greatest commandment) & 1 Kings 21 (Elijah and Naboth's vineyard) & Amos 5: 14-15 & Mark 16: 16 ("Go out to the whole world and proclaim the Good News")</p> <p>Social/Cultural opportunities: What injustice are you aware of in the world today? What does that look like in our community of Leeds/Wetherby? Link to current affairs and world issues.</p>						
	<p>Continuation of last half term - time needed to address gaps.</p> <p>Complete a Quick 6 quiz to keep knowledge bubbling on previous inspirational people (MLK and Romero) prior to starting.</p> <p>Children will learn about inspiration female Christian, Dorothy Day and make links to prior learning of MLK and OR looking at similarities & differences.</p> <p>L.O. To know about inspirational Christians called to work for justice.</p> <p>L.O. To compare and contrast inspirational Christians.</p>	<p>We will spend time looking at what scripture says about justice.</p> <p>Complete Big 5 to keep prior knowledge of parables and miracles bubbling from autumn term.</p> <p>L.O. To study scripture and understand what it says about justice.</p> <p>L.O. To consider how the individuals put scripture into practice (Matthew 25: 35-40)</p> <p>Complete OR written assessment from work around OR last half term.</p> <p>Link to WW1 and current war in Europe</p>	<p>Last part of this justice topic, children will look at how other faiths work for justice as well as Christian organisations like CAFOD, Christian Aid, etc, e.g. Islamic Aid, Tzedek (a Jewish organisation). Link to spiritual growth: 'the readiness to challenge all that would constrain the human spirit,' page 25.</p> <p>L.O. To learn about other faiths and how they work for justice.</p> <p>L.O. To learn about similarities and differences between Christians and other faiths.</p> <p>Kahoots quiz: keep other faiths prior learning bubbling.</p>				

<p>English</p> <p>Update personal writing targets, edit and improve and built in throughout.</p> <p>Speaking and listening opportunities are built in throughout English lessons and cross curricular.</p>	<p>Milestone 3: Choose the appropriate form of writing using the main features identified in reading. Plan, draft, write, edit and improve. Guide the reader by using a range of organisational devices including a range of connectives.</p> <p>Writing: Stimulus - WW1 Christmas advert Sainsbury.</p> <p>Lots of vocabulary work linked to history/trench warfare conditions. Also link to history with Walter Tull first Black Officer in British Army. Walter Tull was mixed race (father from Barbados and mother from England). Issues to address in PSHE will be racism & slavery (his grandparents were slaves).</p> <p>Children will write a letter in role as soldiers.</p> <p>L.O. To recognise simple, compound and complex sentences. L.O. To use a range of different sentence types. L.O. To plan a letter. L.O. To write a letter. L.O. To edit and improve a letter.</p>		<p>Milestone 3: Choose the appropriate form of writing using the main features identified in reading. Plan, draft, write, edit and improve. Guide the reader by using a range of organisational devices including a range of connectives.</p> <p>Writing: Stimulus Propaganda and the changing role of women during WW1.</p> <p>SPAG: KCO focus on application of a range of sentence types. Introduce the use of colons and embedded clauses (using varied parenthesis to punctuate this)</p> <p>L.O. To use colons. L.O. To use embedded clauses.</p> <p>Time will be built in to practise the skill and apply it in their own written compositions using Women's Land Army as a stimulus.</p> <p>Writing: Children will learn about propaganda and the role of women during WW1 and use this historical knowledge to write a diary. They will focus on how perceptions of women's ability changed as they worked in the Land Army.</p> <p>L.O. To plan, write and edit a diary</p>	<p>Milestone 3: Choose the appropriate form of writing using the main features identified in reading. Plan, draft, write, edit and improve. Guide the reader by using a range of organisational devices including a range of connectives.</p> <p>Writing: Stimulus is animals. Children will learn about the role of animals in WW1 and build up to writing a non-chronological report about this.</p> <p>SPAG: Formal/informal plus active and passive voice.</p> <p>L.O. To recognise and use passive voice. L.O. To identify key features of non-chronological reports. L.O. To use formal and informal writing styles. L.O. To comment on organisational devices. L.O. To plan and write a non-chronological report. L.O. To edit and improve writing.</p> <p>Reading & Spelling assessments to complete.</p>		
<p>Maths</p> <p>Arithmetic & mental maths skills quizzes are embedded as daily warm ups/KIRFS.</p> <p>Problem solving and reasoning are embedded weekly so one LO could take several days.</p>	<p>Milestone 3: To use fractions, recognise fractions and equivalence.</p> <p>L.O. To revise converting improper to mixed number and vice versa.</p> <p>L.O. To find equivalent fractions, decimals and percentages.</p>	<p>Milestone 3: To use fractions, recognise fractions and equivalence.</p> <p>L.O. To simplify fractions.</p> <p>L.O. To multiply fractions.</p>	<p>Milestone 3: To use fractions, recognise fractions and equivalence.</p> <p>L.O. To compare and order fractions less than 1.</p> <p>L.O. To add fractions with the same denominators and different.</p> <p>L.O. To subtract fractions with the same denominators and different.</p> <p>L.O. To solve word problems involving fractions.</p>	<p>Milestone 3: To use fractions, recognise fractions and equivalence.</p> <p>L.O. To find percentages of amounts.</p> <p>L.O. To solve word problems involving percentages.</p>	<p>Assessment week</p> <p>Arithmetic paper 1 Reasoning paper 2 Reasoning paper 3</p>	

<p>Science</p>	<p>Science Key Knowledge and Key Vocab Y6:</p> <ul style="list-style-type: none"> Light appears to travel in straight lines: light rays, waves, vacuum, light source, visible, spectrum, scatter, refraction, incident ray, refraction ray, angle of incidence, prism, Objects are seen because they give out or reflect light into the eye: pupil, cornea, lens, retina, nerve, sclera, iris We see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes: vision, visible, darkness, shadows, reflection Objects that block light (are not fully transparent) will cause shadows: block, translucent, opaque, transparent Because light travels in straight lines, the shape of the shadow will be the same as the outline shape of the object. Light bends when it moves from air to water: refraction <p>Significant person to study: Sir Isaac Newton (visible light) splitting light into a colour spectrum rainbow</p> <p>Links to prior learning: Y5: Children can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Properties and changes of materials) Y3: Children recognise that they need light in order to see things and that dark is the absence of light. (Light) Y3: Children notice that light is reflected from surfaces. (Light) Y3: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Light) Y3:Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (Light) Y3:Children can find patterns in the way that the size of shadows change. (Light)</p> <p>Social/Cultural opportunities: Eye health in developing countries. Debate the NHS v private health care in other countries - should all countries work towards an NHS approach like UK?</p>						
	<p>Cold assessment - 10 short questions to establish current knowledge in this area.</p> <p>Milestone 3: To understand light and seeing.</p> <p>LO To investigate how light travels</p>	<p>Milestone 3: To understand light and seeing.</p> <p>Warm up: Quick 6 quiz to revisit prior key vocabulary from the topic.</p> <p>LO To explain how light enables us to see English core skills. Children will write an explanation using conjunctions and adverbials for cohesion.</p>	<p>Milestone 3: To understand light and seeing.</p> <p>LO To predict, observe and record how the position of a light source affects a shadow</p> <p>Maths core skills measuring and line graph</p>	<p>Milestone 3: To understand light and seeing.</p> <p>LO To observe how light is reflected and record the angle of incidence and reflection</p> <p>Maths core skills: angles</p> <p>Cool down: Big 5 quiz to keep sticky knowledge bubbling.</p>	<p>Milestone 3: To understand light and seeing.</p> <p>To investigate how we see colours</p> <p>English core skills. Children will write an explanation using conjunctions and adverbials for cohesion.</p>	<p>Assessment week</p> <p>Rising Stars and Testbase questions.</p>	
<p>Computing</p>	<p>Computing Key knowledge and Key Vocabulary:</p> <ul style="list-style-type: none"> I can choose the application I want to use and complete my work with total independence: applications, green screen, voice over, sound effect, transitions, Ken Burns effect, pan in/out, images, merge, combine 						

<p>Big Concept: engaging the audience and professional finish.</p>	<p>Prior Links: Y5 and Y4: Book creator and Key Note applications Children will use Imovie and DV Prompter to communicate effectively about the role of animals in the WWI. They will make a film documentary and focus on how presenting and merging of images and sound can be combined like a professional production. We will look at other professional productions for inspiration and tips to apply ourselves.</p>					
<p>History & Geography</p> <p>Big Concept: experiences and impact of war</p>		<p>Milestone 3: Use many of the advanced features in order to create high-quality, professional or efficient communications.</p> <p>L.O. To plan content of project.</p>	<p>Milestone 3: Use many of the advanced features in order to create high-quality, professional or efficient communications.</p> <p>Warm up: Kahoots quiz keeping prior learning about online safety bubbling.</p> <p>L.O. To select images and understand copyright.</p>	<p>Milestone 3: Use many of the advanced features in order to create high-quality, professional or efficient communications.</p> <p>L.O. To write content and practise recording sound.</p>	<p>Milestone 3: Use many of the advanced features in order to create high-quality, professional or efficient communications.</p> <p>L.O. To edit and improve to a high, professional standard.</p> <p>Warm up: Big 5 quiz about key topic vocab to keep bubbling.</p>	
<p>History Key Knowledge and Key Vocab for War & Justice Topic Y6:</p> <ul style="list-style-type: none"> Trench Warfare is a type of land warfare and conditions were challenging (brought forward from Autumn 2 as we didn't finish this) Women took on new roles including factory and farming jobs previously completed by men like milking, ploughing, fruit picking, driving trucks, mechanics, etc. The Women's Land Army made a significant contribution to the war efforts and give examples. Men's attitudes towards women changed. Initially doubted their ability. Know the key roles animals played in the war. Propaganda is used to persuade, motivate or mislead people. Begin to understand the impact of this. <p>Geography Key Knowledge and Key Vocab for War & Justice Topic Y6:</p> <ul style="list-style-type: none"> 8 points of a compass (brought forward from Autumn): North, North East, East, South East, South, South West, West, North West, ordinal points, cardinal points, compass rose Grid references <p>Significant person: Walter Tull, first black officer in British Army</p> <p>Links to prior learning: Y4: Jobs are relative to the inventions and current living conditions of the time period. Sources of information from the past can influence your opinion or understanding of the past. Y4: A good understanding of conditions in the 19th century (Victorians). Know that people lived in poor conditions with no sewerage systems. Knowledge of empires and what these were. Y4 & Y5: Conflict between Britain and Romans, Anglo Saxons and Vikings. Know how civilizations attacked: boat. Know that previous groups such as Romans, Saxons, Vikings have tried to expand their territory by war and battles with other people. Y3: Stoneage battle/weapon not sophisticated due to time period. Y2: Defences. Children know that castles were built for defence purposes and begin to understand that battles looked like they did during certain time periods due to what people had access to for attack and defence. Y4: 4 figure grid references & 8 points of a compass.</p>						

Social/Cultural opportunities:

Attitudes towards women today v 1914. Do inequalities still exist?

History Milestone 3: Use sources of evidence to deduce information about the past.

Warm up: Quick 6 quiz about key vocabulary why WW1 started to keep knowledge bubbling from Autumn 2.

Trench warfare not completed last half term so carried forward

L.O. To use inference and deduction skills using a range of sources given.

History Milestone 3: To use sources of information to form testable hypothesis about the past.

Then children will spend time addressing a misconception picked up on in autumn about diet/food of soldiers at war. They will consider the impact of diet on the ability to sustain battle.

L.O. To form a testable hypothesis and use sources of information to prove/disprove.

English core skills: children will use note making skills initially building up to writing a comparison using cohesion and full explanations.

Geography Milestone 3: To use 8 points of a compass and 4 figure grid references.

Warm up: Big 5 quiz about trench warfare to keep knowledge bubbling.

Children will be set WW1 challenges to do with location of lost soldiers, hidden enemies, etc.

Children will be extended to 6 figure grid references using their maths skills to estimate/ divide areas up by 10.

L.O. To use compass points and grid references to find locations.

Maths core skills: dividing by 10/estimating.

History Milestone 3: To describe characteristics of the past including ideas, beliefs, attitudes and experiences of men, women and children.

Task to activate prior learning: link back to prior learning about attitudes of women overtime. Children will think about the role of women in Ancient Greece (Y5), Victorians (Y4) and Stoneage (Y3) plus links to key core text of War Horse.

L.O. To understand the attitudes towards women and their experiences overtime.

English core skills: children will use note making skills initially building up to writing a comparison using cohesion and full explanations.

History Milestone 3: Show an awareness of the concept of propaganda.

Warm up: Kahoots quiz about Women's Land Army to keep knowledge bubbling.

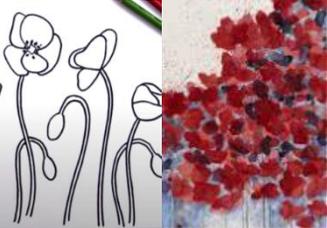
Children still study a range of war posters. Children will look at the impact of the posters on a range of different people like men, women and the enemies.

L.O To understand propaganda.

English core skills: PEE skills to give full and detailed answers using evidence from text/images.

Assessment week

Children will complete an assessed piece on propaganda.

<p>Art & Design</p> <p>Last half term the focus was on drawing in different orientations.</p> <p>Children will now try painting techniques in preparation to choose their own preference of medium for final piece.</p>	<p>Art & Design Sticky Knowledge and Key Vocab for War & justice topic:</p> <p>Notable Artist: Brian Clarke</p> <ul style="list-style-type: none"> • Brian Clarke is a British painter and architectural artist. • Brian Clarke integrates art and architecture by combining multiple media, e.g., painting, sculpture, ceramics, mosaic, etc. • The placement of shapes is important to the composition, layout of an artwork. • Emphasis can be added to certain shapes by considering size, composition, lines, colours and light. 					
		<p>Milestone 3: To use a variety of techniques to add interesting effects.</p> <p>Children will use different size brushes and different thickness of paint in Clarke style to create poppies.</p> <p>L.O. To experiment with painting techniques.</p>		<p>Milestone 3: Develop and imaginatively extend ideas from starting points throughout the curriculum. Develop a personal style of painting drawing upon ideas from other artists.</p> <p>L.O. To create own masterpiece inspired by other artists techniques.</p>	<p>Milestone 3: Comment on artwork. Spot the potential in unexpected results.</p> <p>Children will evaluate and reflect on successes and areas to improve.</p> <p>L.O. To evaluate own artwork.</p>	
<p>Music</p>	<p>Music Key Knowledge and Vocabulary:</p> <ul style="list-style-type: none"> • Dimensions of music are the pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation of music. • Ostinato is a repeated rhythmic or melodic phrase in music. • Staccato are short detached note/s played sharply where the sound is not allowed to ring out. • Mezzo forte (mf) means medium loud. • Mezzo piano (mp) means medium soft. • Pianissimo (pp) means very quiet. • Fortissimo (ff) means very loud. • Crescendo means gradually getting louder • Diminuendo means gradually getting softer • Largo means music is moving slow and stately (like an elephant). • Adagio means music is moving at a leisurely pace (nice leisurely Sunday walk). • Allegro means music is moving fast (like a rabbit trying to win the race!) • Vivace means music is lively (like someone is full of energy!) 					

	<p>Milestone 3: To compose – create songs with verses and chorus. Create rhythmic patterns with an awareness of timbre and duration, Combine a variety of musical devices including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato based on a pentatonic scale. Use digital technology to compose, edit and refine pieces of music.</p> <p>In Year 6 music we will be learning about Samba music and playing in an ensemble, taking an individual part and showing an awareness of balance. We will follow a leader and know when to play or stop at specific times in the music. We will perform and compose more complicated rhythms aurally and learn how to recover from mistakes when performing. We will learn how to control the dynamics and tempo and improvise a rhythm over a steady pulse.</p>			
<p>MFL</p> <p>Ongoing teacher assessment</p> <p>Continuation of last half term – more time needed on this.</p>	<p><u>MFL Key Knowledge and Vocab:</u> Masculine/feminine rules French nouns have a gender and can be masculine (masculin) or feminine (féminin). Words starting with a vowel have 'l' in front of them instead of le or la. Generally, if a word ends with 'e' it is feminine. Generally, if a word ends in 'age, 'isme' 'eau' ' ment' 'in' ou' or 'et' it is masculine. To find out if a word is feminine or masculine, you look at the end of the word. Nouns with le or un are masculine. Nouns with la or une are feminine. Shades of colour (used after the colour e.g. bleu clair) Light = clair Dark= foncé</p> <p><u>Prior Learning:</u> Y5 Items of clothing Y2/3 Colour vocabulary Y4/5 Introduction of le and la, un and une.</p>			
	<p>Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children will revisit colour vocabulary and learn how the endings of the colour words change when the noun described is masculine, feminine or plural. They will practise matching the correct version of the colours to articles of different genders.</p>	<p>Engage in conversations; ask questions; express opinions and respond to those of others. Read carefully and show understanding of words, phrase and simple writing.</p> <p>Introduce/ recap clothing depending on whether children have this prior knowledge. Children will work out how to describe the colours of the clothing using their knowledge of masculine, feminine and plural.</p> <p>Use prior knowledge of compass directions to construct sentences about position of coloured clothing on map grid.</p>	<p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Children will learn new vocabulary related to materials and patterns and start to incorporate this orally building on prior learning of clothing. Focus of endings of words to follow rules to work out gender and use correct versions of colours and adjectives clair/e and fonce/ee.</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children will write single, compound and complex sentences describing outfits worn by celebrities and using the correct genders.</p>

<p>PE</p> <p>Ongoing teacher assessment</p>	<p>PE Key Knowledge and Vocab:</p> <ul style="list-style-type: none"> To understand the term tactics. Be able to talk about tactics you could use in a game e.g., Stopping the opponents from getting the ball, frustrating the opponents with close marking. Understand the role of a referee. A referee is impartial, makes the best decisions, pays close attention, has the respect of the players. (Children expected to have had a go at refereeing a short amount of a ball game.) It is important that all members of a team work together to achieve a common goal. The team will be less effective if there are members who do not help the team. <p>Vocabulary: Weight of pass; Disguise; First time; teamwork; communication; planning; roles; Focus; Decisions; Respect</p> <p>Significant Individuals: Beth Mead football, Max Whitlock gymnastics.</p>					
<p>Create complex and well-executed sequences</p> <p>Time to conclude the dance work from Aut 2. To link sequences and motifs to tell a story</p>	<p>Choose the most appropriate tactics for a game.</p> <p>To play in different roles in team games.</p>	<p>Choose and combine techniques in game situations</p> <p>To referee a short game.</p>	<p>Set up and put away gymnastics equipment safely</p> <p>Choose appropriate methods of mounting and dismounting apparatus.</p>	<p>Combine mounts/dismounts and travelling to move along and across apparatus safely.</p>	<p>Sequence movements effectively to make a short routine incorporating apparatus.</p>	
<p>PSHE</p>	<p>PSHE Key Knowledge and Key Vocab for War & Justice Topic Y6:</p> <ul style="list-style-type: none"> British values support justice in our community and world: justice, peace, tolerance, respect, liberty, democracy, rule of law. Putting British values into action supports our spiritual growth - 'the readiness to challenge all that would constrain the human spirit': growth, enrich, equality, equity Racism and slavery is not a thing of the past: racist, slaves, deprived, human rights, owned, enslavement, prejudice, antagonism, minority, marginalised, inferior, superior. We all have personal/intimate space. Consent is permission and it can be given and withdrawn. <p>Links to prior learning: Pants are private (completed annually), online safety (consent around images Y5), RE inspirational people in Y6 (MLK, Oscar Romero), Black Lives Matter topical news in Y4/5.</p> <p>Social/Cultural opportunities: How do we eliminate racism? What does it feel like to be marginalised? What can we do to promote tolerance, respect, etc.?</p>					
	<p>Being the same, being different</p> <p>Tolerance & Respect - heritage links to last half term.</p> <p>Racism and slavery - historic and modern will be addressed due to Walter Tull stimulus in history/English.</p>	<p>Manipulation. - signs and motives of grooming.</p> <p>Consent - permission</p> <p>Children's mental health week</p>				
<p>Planned Trip or Workshops</p>						<p>Bikeability all week & DT work shop x 2 days</p>

Speaking and Listening skills are embedded in all subject areas of the curriculum as well as explicit teaching of these skills within any curriculum area.

This overview is a guide and may change in reaction to daily observations and assessments of the children's learning. Some learning objectives may take longer than one lesson.