

An aerial photograph of a vast mountain range. The peaks are rugged and covered in snow, with some rocky outcrops visible. The valleys between the mountains are filled with snow and some patches of green vegetation. The sky is a clear, deep blue. The text 'Year 6 Spring 1' and 'Mountains' is overlaid in a red, serif font.

Year 6 Spring 1
Mountains

Science – Circulatory system

Pupils should be taught to:

- identify and name the main parts of the human circulatory system
- 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.

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

SMSC

How can we look after our bodies?

Should some people be ineligible for heart transplants?

English

Writing

In English this half term, Year 6 will be focussing on a text called Running on the Roof of the World by Jess Butterworth and two poems.

Children will write a range of texts including an informative text with research documentary features, an adventure story, a newspaper article and some poetry.

There will be additional writing across the curriculum in the children's topic books.

Spelling

The spellings covered will be ones in line with the Year 5 and 6 spelling list with links back to the Year 3 and 4 list.

We will also cover key spelling rules to help the children and develop their dictionary skills to learn new spellings.

Reading

We will continue to develop the children's inference skills to further enhance their comprehension skills.

We will do these by covering a range of texts and answering in-depth questions.

Children should have their own reading book every day in addition to the class reader.

Geography – Why are mountains so important?

This half-term our topic has a geography focus as we explore the world's mountains and mountain ranges. By the end of our topic, we will have answered to following key questions:

- Why are the three mountains of Olympus, Mauna Kea and Everest so famous?
- How were the world's greatest mountain ranges formed?
- Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?
- Why did Hillary and Norgay find fossils of sea animals on the summit of Everest?
- How are the Cambrian mountains different to the Himalayas?
- Why is climate change such a challenge for Derek?
- Why do tourists visit the Cambrian mountains?

SMSC

Should people be allowed to climb mountains?

Why do people challenge themselves?

How can we protect our planet?

Maths

Scaling, coordinates and translations

- Plot coordinates in all four quadrants of a coordinate grid
- Translate and reflect shapes on a coordinate grid
- Enlarge shapes around a given point

Graphs and charts

- Recognise and interpret pie charts
- Use knowledge of circles to solve problems based on pie charts

Algebra

- Solve simple missing number problems
- Use letters to represent unknown values
- Group like terms in equations
- Balance and solve algebraic equations

Fractions and percentages

- Add and subtract fractions or mixed numbers
- Multiply fractions
- Divide fraction by whole numbers
- Express a fraction or decimal as a percentage and vice versa
- Find the whole given a part and the percentage
- Find a part given the whole and the percentage

In each topic, we will cover a range of word problems and reasoning questions.

RE- What does it mean that God is holy and loving?

By the end of this topic, pupils will know that:

- Christians believe God is omnipotent, omniscient and eternal and that this means God is worth worshipping.
- Christians believe God is holy and loving and Christians have to balance ideas of god being angered by sin and injustice but also loving, forgiving and full of grace.
- Christians do not all agree about what God is like but try to follow his path
- Christians believe getting to know God is like getting to know a person rather than learning information.

SMSC/Big questions

What does it mean to be a god?

If God is loving, why is there so much sadness and pain in the world?

Do humans need the idea of a god to be 'good'?

Does God hate? What is hatred?