

Year 6: Route 66

1. Key Vocabulary

English — abstract, justify, appreciate, indicate

Maths — fund, investment, paradigm, incorporated

Science — periscope, corresponding, intensity, project

Humanities — topography, interstate, juxtapose, analyse

RE — creation, preservation, destruction, sacred thread

PSHE — diminished, administration, income, economic

Art — neutral, accent, distinction, inspiration

DT — scaled, miniature, architecture, skyline,

Spanish — casa, colegio, tren,, carro

Computing — prototype, technical, statistics, questionnaire

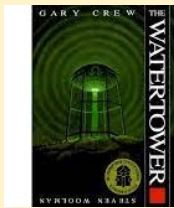
PE — synchrony, facilitate, rebound, locate

3. English

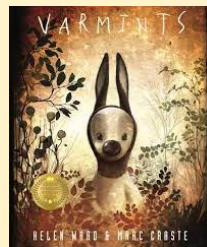
In Spring 1, children will spend three weeks studying narrative and writing their own suspenseful stories, set in the USA, inspired by our core text 'The Water Tower'.



Children will also have the opportunity to write biographies of American people of colour. They will also study the significant American poet, Maya Angelou.



Towards the end of the spring term, the pupils will be writing a piece of dystopian fiction based on the text 'Varmints'.



The term will end with balanced arguments based on the issues raised in 'Varmints'.

2. Curriculum Knowledge

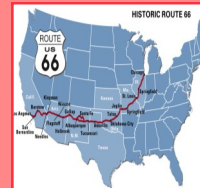
- To develop ideas using creative processes drawing inspiration from researching famous artists
- To design a building based on famous American landmarks
- To write a suspense narrative
- To write a biography based on American people of colour
- To write a poem inspired by Maya Angelou
- To use number facts to help us use and apply the number system
- To use knowledge and apply this to a range of reasoning style problems using the four operations.
- To understand how light is produced and how it travels
- To understand why shadows have the same shape as the objects that cast them
- To investigate and explain how light travels from light sources to our eyes or from light sources to objects and then our eyes.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Designing and building landmarks	American poetry Balanced arguments	The impact of Route 66 on US trade and population	Presenting drama and honing craft skills Garrett Morgan	American culture USA & UK Geography

4. Maths

Over the Spring term, Children will be applying their mathematical knowledge to a series of word problems relating to Route 66, for example distances travelled between locations and the time taken to do so.



Area and perimeter will be linked to towns that run through and along Route 66.

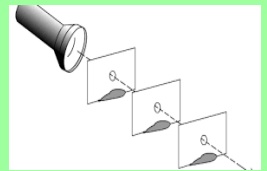
The children will be comparing data from America and the UK and learning to create different graphs to analyse.



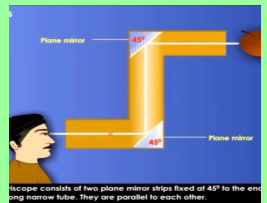
Percentages, algebra and ratio will be incorporated through their maths learning based on studies of different areas and their cultural habits.

5. Science

In the Spring term, we will be focusing on Physics, specifically Electricity and exploring how light travels. The children will study key scientist, Garrett Morgan, and his work within the scientific field.

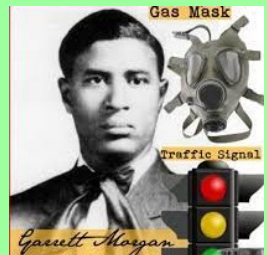


They will study in depth how the light from car headlights will travel in straight lines and how this would help travellers along route 66.



Towards the end of the term, they will be using their knowledge of how light travels to investigate and create a periscope to see famous landmarks in the USA.

The children will also explore Science Investigations to further their knowledge and understanding.



6. History/ Geography

For History, children will draw comparison between life in Britain during the Victorian Era with life in California during the California Gold Rush.



In Geography, children will compare North America with the United Kingdom. They will look at the topographical make up of the USA and focus on some significant places. Children will be expected to name and locate major states, cities and National Parks and link this to the history as to why they were located in their positions.



Pupils will be required to describe and understand key aspects of **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and **human geography**, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.



10. Spanish

Children are going to reinforce their knowledge of towns and place within a town such as house, school, cinema. They will be able to say what is nearby and faraway, They will be learning prepositions to describe where places are in relation to other places.



Later in the term, they will be learning about the names for different forms of transport. They will use this to explain how they get to different places in the town. They will use 'voy a' which means 'I am going to'.

7. RE

In Spring 1, the children will focus on Hinduism, in particular:

- God and Beliefs.
- How do Rama and Krishna help Hindus to understand God?
- What stories do you know that help Hindus to learn about right and wrong or evil or good?
- What does it mean to be a Hindu?

In Spring 2, the children will focus on End of Life's Journey, in particular:

- Investigate beliefs about life and life after death.
- Reflect on and express their hopes for their future.
- Children will have the opportunity to share feelings of loss caused by separation and consider how faith and belief can provide some answers to life's most challenging and ultimate questions, and also challenges.



8. PSHE

In Spring 1, the focus is Staying Safe. The children can identify how we use British values in our everyday lives at school and suggest further ways in which we could use them. Children devise a plan for a project that would make our local area safer and happier (citizenship). Children develop an understanding of the impact of sending inappropriate photos and messages. Children develop an understanding of what radicalisation and extremism is.



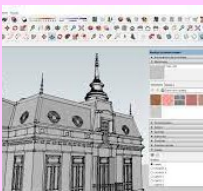
In Spring 2, the focus is Healthy Living. The children understand what mindfulness is and how they can use it to improve their mental wellbeing. Children understand that anything we take into our bodies will have an effect, be it short or long term. Children understand that taking dangerous substances into our bodies will have a negative effect (smoking, substance abuse etc.) Children begin to understand what addiction and habit means. They begin to develop an understanding of what alcohol is and what effects it can have on a person.



11. Computing

In Spring 1, the children will focus on **Digital Media - (Information Technology)**

They will use Sketch-Up to create CAD models of buildings designed in DT. Combine buildings and create a video tour of a city containing the class' buildings.



In Spring 2, the children will focus on **Communicating and Collaborating (Digital Literacy)**

They will use online tools such as forums, questionnaires, blogs to find out about Y7 and share their experiences of Year 6 with the current Year 5s.

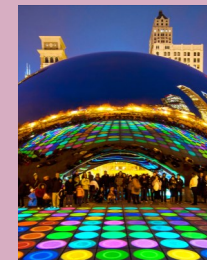


9. Art/ DT

Spring 1 will see year 6 looking at Art movements in America. They will focus on American artists, using their work as inspiration in creating a final painting that depicts an American art movement.

They will focus on the American artist Normal Rockwell.

Towards the end of the Spring term children will make models of new landmark buildings for Chicago that are illuminated/have an alarm system using resistant materials and electronics.



12. Music

The children will focus on music history (Beethoven & Beyond) and music of the 20th Century.

They will accurately recall a part of the music listened to, analyse features within different pieces of music and compare and contrast the impact that different composers from different times have had on people of that time.



13. PE

In PE the children will focus on Gymnastics and Dodge Ball in Spring 1. In Spring 2, they will focus on Tennis and Football.

They will be taught key skills and the rules.

