



Year Six: Discover



Project Question:

When should we advocate for others?

Project Values:

Courage	Having the inner strength to do something when it is hard to do.
Strength	Having inner self-belief and determination.
Duty	Something that people should do because it is right or fair.
Choice	Making the decision to do or not do something.
Freedom	Being able to choose what you believe, say or do.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'



ST. MARY'S CofE PRIMARY SCHOOL
Bringing out the best in each other...



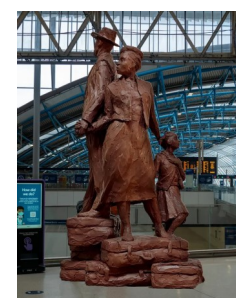
Year Six: Discover



Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

See if you can find newspaper articles about the Windrush generation and the different ways they are remembered.



A good place to start would be searching for: Windrush Statue Waterloo station. See what you can find out!

Write it...

In 1939, when war was declared, lots of people from all around the world decided to sign up to fight against Nazi Germany.

Can you imagine making a choice like this?



Write a diary entry, describing how you think it would feel to decide to fight in the war.

Draw it...

During the Autumn term, we find out lots about the impact of the Windrush generation on communities in Great Britain. One of the contributions they made was bringing Carnival to England!

See what you can find out about Carnival costumes and have a go at designing one of your own.



Make it...

We will find out about the impact of the Blitz on British cities. This was a period of time during World War Two when parts of Britain were bombed by enemy planes. To keep safe, people often built shelters in their homes or gardens.

Do some research about what these were like and have a go at making your own model of one. A good place to start would be by finding out about Anderson shelters.



Visit it...

There are lots of war memorials in different places around Birmingham and the Midlands.

One of these is the Hall of Memory which can be found on Broad Street.

If you can, visit this monument and see what you can find out about it.



Memorise it...

Can you find out the names of 10 different countries that fought alongside Great Britain during World War Two?



Extra challenge - can you find out where they all are on a world map?

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.



Project Launch: Religious Education Islam

We begin our project by learning about Muslim teachings about duty and obligation. We learn about 5 pillars and how these help Muslims to know how to lead a good life. We consider the way the 5 pillars act as a guide through the journey of life for Muslims. We find out about Muslim teachings about charity and the role of Islamic charities in helping people in need across the UK, learning about specific projects that do this.

Project Launch

History The causes of World War Two: Who came when Britain called?

We find out about the events that led up to the beginning of World War Two, including the attempts by the British Government to avoid war. We form opinions about the most important factors, using sources to understand public opinion at the time. We find out what led to so many nations being involved in the war, learning about the British Commonwealth of nations and the reasons people from these countries signed up to fight. We analyse sources to learn how the British government persuaded people to do this and why they agreed.

Focus 1

Focus 2

Year Six Discover Autumn Term

Geography

Finding out about locations: The war in the East
Through both Project and English lessons, we discover the different places in the world where fighting happened, using maps, atlases and photographs to understand the physical characteristics of different locations. We find out about the war against Japan and the difficulties presented by the climate and terrain of Burma to the 14th Army who were fighting there.



Focus 3



History

The consequence of a historical event: the impact of WW2 on Britain

We find out about the impact of the Blitz on cities in mainland Britain and the destruction caused.

Focus 4

Art Colour and Textiles: The Blitz

We explore depictions of the Blitz in artwork and how colour and shade are used to create striking images. We design and then create our own, planning our composition to create atmosphere. We then recreate our images using layered, cut and shaped fabric. We develop our sewing and stitching skills.



Focus 5

History

Historical Enquiry: Why did people come to Britain after World War Two?

We learn that Britain needed help rebuilding after World War Two and about the invitations extended to people living in Commonwealth countries to be a part of this effort. We find out why people travelled from the Caribbean to Britain on ships like the Empire Windrush. We explore first hand accounts to understand the reasons why people came to Britain and what they hoped for when they got here. We consider our project values of courage, duty and freedom when we think about what motivated people to make this journey.

Focus 6

Design and Technology The cultural impact of change: Carnival

We find out about the beginnings of carnival in Britain and why it was important for people who came here. We learn about carnival in modern Britain and explore the costumes associated with it. Using images, we create our own design brief and design of a carnival costume.



Focus 7

Music: The cultural impact of change

We find out about different styles of music that the Windrush generation brought with them, listening and responding to examples of Calypso, and Reggae. We have a go at composing our own in this style, using tuned instruments.



History

Understanding the reasons for historical change: The Bristol Bus Boycott and the Race Relations Act

We use primary sources to discover the reality of life in Britain for black immigrants and the challenges they faced. We find out about the racism experienced by people trying to find jobs and about the Bristol Bus Boycott. We learn about the reasons for this protest, the reasons why people advocated for others and the achievements of the people who organised it. We learn how it led to the Race Relations Act in 1965. We learn about the limitations of this law and the subsequent Race Relations Acts and Equality Act of 2010 and consider how attitudes have changed over time.

Focus 8

Focus 9

Focus 10



History

How and why does change happen? The Windrush scandal

Our learning about the Windrush generation brings us into the 21st century as we find out about the Windrush scandal of 2018. We learn why the British government's policy on immigrants from this time had changed and what the consequences of this were for people who arrived in Britain at this time. We find out how the British government was persuaded to change its policy and what we can learn about advocacy from the people who campaigned for this change.

Religious Education: Incarnation

We find out about the prophecies that had been written about the promised Saviour and how well Jesus met these. We discover that Christians believe Jesus was the promised Messiah and this is why his birth was celebrated. We find out how Christians try to bring peace and good news to others at Christmas.



R.E.

Values Exploration

What leads to change in a society's values?
We consider what we know about modern Britain and ask if new laws are the best way to address problems of discrimination in Britain. We think about what else can influence behaviour and attitudes and the roles we can play as individuals in doing this, thinking about our project values of choice, strength and duty.

Answering the Project Question

We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

Focus 11

When should we advocate for others?



The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.



Compare and order any integers

2	3.	<u>4</u>	5 [*]
2	3.	5	

A horizontal number line with tick marks at every integer from -5 to 5. The numbers are labeled below the line: -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5.

What is 5 more than -2 ?

Negative

Addition and Subtraction Strategies:

Carry tens into the next column.

Exchange tens so you can subtract.

Long Division:

[illegible]

Adding fractions

$$\frac{7}{21} + \frac{3}{21} = \frac{7+3}{21} = \frac{10}{21}$$

$$\frac{1}{3} + \frac{2}{6} = \frac{2}{6} + \frac{2}{6} = \frac{4}{6} = \frac{2}{3}$$

Subtracting Fractions

$$\left(\frac{1}{2} - \frac{3}{7} \right) = \frac{1}{14}$$

Handwritten work showing the subtraction of fractions:

$$\frac{1}{2} - \frac{3}{7}$$

The fractions are converted to have a common denominator of 14:

$$\frac{7}{14} - \frac{6}{14}$$

The subtraction is performed:

$$\frac{7-6}{14} = \frac{1}{14}$$

Add & Subtract fractions

- * Common denominator;
- * Convert $\rightarrow$ arrows;
- * Add or Subtract numerators.

$$\frac{1}{3} + \frac{1}{6} + \frac{5}{8} =$$

$$\begin{array}{r} \xrightarrow{\times 8} \frac{8}{24} \quad \xrightarrow{\times 4} \frac{4}{24} \quad \xrightarrow{\times 3} \frac{15}{24} = \frac{27}{24} = 1 \frac{3}{24} \end{array}$$

Multiplying Fractions:

$\frac{3}{4} \times \frac{2}{5} = \frac{6}{20} \xrightarrow{-1} \frac{3}{10} \xrightarrow{-2}$

- * × Num
- * × denom
- * simplify

$\frac{3}{7} \times \frac{5}{1} = \frac{15}{7}$

- * W/N over]
- * × Num
- * × denom

Dividing Fractions

$$\frac{2}{3} \div \frac{5}{1}$$

KCF

$$\frac{2}{3} \times \frac{1}{5} = \frac{2}{15}$$

Dividing Mixed
Numbers

3 $\frac{1}{3} \div \frac{6}{1} =$

$\frac{5}{3} \div \frac{6}{1} =$

K C F

$\frac{5}{3} \times \frac{1}{6} = \frac{5}{18}$

Convolving Mixed & Improper

$2\frac{1}{4} = \frac{9}{4}$

- * 2 arrows
- * x and +
- * note the x
- * + new num.
- * KTDTS!

$\frac{17}{6} = 2\frac{5}{6}$

- * num. den
- * whole no.
- * remain. in fraction



Year Six : English



We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.

Grammar Focus: Prepositional phrases and expanded noun phrases

Describing the Blitz

Grammar Focus: Powerful vocabulary and description

Grammar Focus: Persuasive language features

Grammar Focus: Conjunctions and multi-clause sentences

Writing to Express

Describing the Blitz

Grammar Focus: Powerful vocabulary and description

Writing to Entertain and Express

Narrative: Windrush Child

Grammar Focus: Past Perfect Tense and a wider range of conjunctions

Writing to Inform

Science: How electrical circuits work

Grammar Focus: Range of conjunctions, parenthesis and relative clauses

Our Class Novel this term is:

Windrush Child by Benjamin Zephaniah





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Electricity

In this unit, we revisit how electricity travels in a circuit. We investigate how to alter the brightness of a bulb or volume of a buzzer. We use circuit symbols to represent our circuits in diagrams.

Important Vocabulary: Conductor, insulator, battery, cell, lamp, switch, circuit, component, symbols, voltage, function

Light



In this unit, we find out how light travels in waves from a source to our eyes. We learn how light is received by our eyes and turned into signals our brain can understand. We investigate the ways light travels and the creation of shadows

Important Vocabulary: reflect, reflection, shadow, light ray, prism, optic nerve, lens, image, refraction, convex, concave

PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:



KIVA & Anti-Bullying

Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:

Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;

-Two clear messages are taught through school:

1. To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.
2. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."

NSPCC—PANTS

We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable.

More information about these resources and lessons is available if you wish to speak to your child's teacher.

Being Me in My World

Through these sessions, children explore their role in the world. They learn to recognise their own identity and self-worth, developing positive ways to view themselves and their achievements.

We learn about the roles and responsibilities we all have so that we can play a positive part in our world, thinking about our rights and our responsibilities.

Being Me

No Outsiders

The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:

- The Island

No Outsiders

E-Safety

We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.

During this term, the themes are:

- Online Relationships
- Online Bullying

E-Safety

If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



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These are some of the important words we will be learning about during this project.



RE

Islam
Five Pillars of Islam

Qur'an
Mosque

Shahadah
Salah
Zakat
Sawm
Hajj

Alms
poverty
Rak'ah
Pilgrimage
The Ka'bah

History

Interpret
describe
analyse
explain
evaluate
investigate

Empire
Commonwealth
Primary source
secondary source

account
reliable
Racism
Experience
account
Blitz
Air raid
RAF
Luftwaffe
spirit
siren
shelter
racism
discrimination
boycott
civil rights
prejudice