



Year Six: Explore

Project Question:

How do communities work together to face adversity?

Project Values:

Respect	Showing appreciation and admiration for someone or something.
Resilience	Being able to keep on with a task, no matter how hard it is.
Hope	Having a belief that things can be better and can improve.
Adversity	A difficulty or challenge that is hard to overcome.
Community	A group of people living together of having values or characteristics in common.

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.'





Year Six: Maths



At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

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.

1. Fractions: (2 weeks)

- Multiplying fractions by fractions
- Multiplying fractions by whole numbers
- Dividing fractions by fractions
- Dividing fractions by whole numbers
- Solving problems with fractions

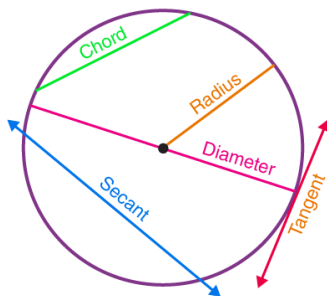
Multiplying Fractions

STEP 1 STEP 2 STEP 3

$$\frac{3}{4} \times \frac{2}{5} = \frac{3 \times 2}{4 \times 5} = \frac{6}{20} \leftarrow \text{Simplify!}$$

3: Geometry: Angles and Shapes (3 weeks)

- Calculating the values of angles on a line
- Calculating the value of angles around a point and equal opposite angles
- Calculating the interior angles of triangles and quadrilaterals
- Identifying and classifying 2D shapes
- Identifying and using the features of circles
- Identifying and classifying 3D shapes



5. Number: Algebra (1 week)

- Using a formula
- Solving equations with unknown variables

2. Number: Decimals and Percentages (3 weeks)

- Multiplying and dividing decimals by 10, 100 and 1000
- Finding missing numbers
- Find equivalence between fractions, decimals and percentages using mental methods
- Find equivalence between fractions, decimals and percentages using division
- Comparing and ordering fractions, decimals and percentages
- Find a fraction of an amount
- Find a percentage of an amount
- Solving problems involving finding fractions and percentages

Percent means 'out of a hundred'

$$\frac{50}{100} = \frac{5}{10} = \frac{1}{2} = 0.5 = 50\%$$

4: Measurement: Area, Perimeter and Volume (2 weeks)

- Calculating the area and perimeter of compound shapes
- Calculating the area of triangles and parallelograms
- Calculating the volume of cubes and cuboids
- Plotting coordinates in all 4 quadrants

6: Statistics (2 weeks)

- Interpreting timetables
- Reading and interpreting line graphs
- Reading and interpreting pie charts



Year Six : English

At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learn-

**Writing to express:
Diary**
Imagining you were in Whaley Bridge and had to be evacuated.
Grammar focus: Adverbs and Adverbials.



Writing to express and entertain
Voyage of the Dawn Treader
Grammar focus: SPEECH PUNCTUATION and Paragraphing - TIPTOP



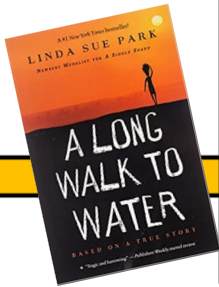
Writing to express.
Poetry
Poetry about the need for water using the poem: Blessing by Imtiaz Dharker
Grammar: Descriptive Devices



Writing to express.
A letter to the makers of the village drill.
Grammar: modal verbs, relative clauses, subordinating conjunctions and passive voice.



Writing to entertain.
A long walk to water narrative
Grammar: Colons and Semi-colons, cohesion across and within paragraphs.



Writing to inform: explanations.
Science writing—Evolution and inheritance.
Grammar: Colons and Semi-colons, cohesion across and within paragraphs.



Answering the Project Question:
How do communities work together to face adversity?



Year Five : Explore

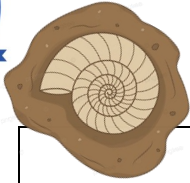


These are some of the important words we will be learning about during this project.

RE	Geography	Design and Technology
Prayer Prayer Mat Prayer Subha beads Wudu Mosque Qur'an Torah Shawl Kippah	Interpret Analyse Describe Explain Grid reference Compass points Land use Data Conclusion Climate Physical feature Human feature Continent Ocean Tropics of Cancer and Capricorn Equator Climate	Evaluate Generate Develop Refine Combine Test Flood resistant Aesthetic Functional Prototype Pulley Exploded diagram Cross-sectional diagram Drill Well Budget



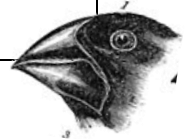
Year Six: Explore Science



Evolution and Inheritance

We learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. We recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Important Vocabulary: fossil, offspring, adaptation, evolution



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	No Outsiders	E-Safety
<p>KIVA means kind and we intend that all of our children will learn to be kind and recognise kindness in others and that they will use this learning to become positive members of our school and the wider community. Through progressive learning we will ensure that all children are aware of their own rights and responsibilities as members of the St Mary's family.</p> <p>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People." 	<p>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:</p> <ul style="list-style-type: none"> The Whisperer Love you Forever 	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> Online Reputation Privacy and Security



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.



Year Five : Explore

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

Read it...

Can you find any newspaper/online news articles about flooding around the world? Is flooding a worldwide problem? Why? Is there anywhere in the world that suffers more than others?



Write it...

Make an information poster or leaflet about a major flood event in the UK. Include information about:

- location
- causes
- effects (e.g. damage, cost etc.)



Draw it...

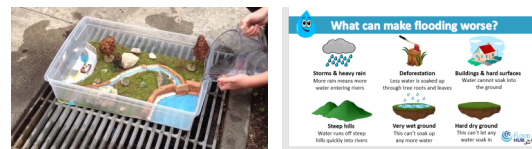
What is the water cycle? How much of the Earth is covered by water?

What are the **six** important processes that make up the water cycle? Draw a model of the water cycle.



Make it...

What can make flooding worse? Make a model to show the different things that contribute to flooding.



Visit it...

One of Birmingham's reservoirs, Edgbaston, Bartley Green or Barnt Green. What can you find out about these man-made structures and can you imagine the disaster if they were to flood a community

Memorise it...

Can you learn and remember the stages of the water cycle. Learn the vocabulary and their meanings:

Evaporation, Transpiration, Condensation, Precipitation, Run Off, Infiltration.