Year 6 Spring 2024 Coverage Map

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| **Spring 1** | | **Spring 2** | | |
| **Explorers** | **Explorers** | **Expression** | **Expression** | **Poetry** |
| Science  Enquiry Question: How can I best take care of my heart?  Outcome: Children will have learnt about the human heart and how to take care of it. They will demonstrate this knowledge by producing an infographic at the end of the enquiry. | DT  Enquiry Question: How can I create a meal that will promote a healthy heart?  Outcome: Children will learn about healthy eating and healthy cooking methods before applying this to creating their own recipe that will promote heart health. | History  Enquiry Question: How has the past changed where I live?  Outcome: Children will have an opportunity to research different areas of local history based on their own interests. They will use their historical research skills to plan and present this information in the most appropriate way possible. | RE  Enquiry Question: How do evolution and creationism view the natural world?  Outcome: Children to write a balanced piece that explains the different ways in which science and creationism view evolution. | Writing  Enquiry question: How can I write a poem inspired by Sassoon?  Outcome: Children will have studied poems by Sassoon and will choose to write a poem inspired by Sassoon’s poems |
| Substantive Knowledge  •I know the changes human go through as they develop to old age  •I know the main parts of the human circulatory system including the functions of the heart, blood vessels and blood  •I know the impact that diet, exercise, drugs and lifestyle impact on the way the body functions  •I know the way in which nutrients and water are transported in animals including humans | Substantive Knowledge  • I know how to feed myself and others  • I know how to apply the principles of nutrition  and health  • I know what being a vegetarian and  vegan means | Substantive Knowledge  •I can describe changes over time  •I can place changes on a timeline accurately  •I can describe how changes over time have impacted on my locality  •I can describe the main changes across or within a period of history understanding, social, religious, political, technological impact  •I can describe and make links between events that have happened  •I can give reasons for change  •I can form my own opinions about the impact that local events have had on local people  •I can talk about the link between change and development and the lives of people | Substantive Knowledge   * Identify what type of text some Christians say Genesis 1 is, and its purpose * Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations * Make clear connections between Genesis 1 and Christian belief about God as Creator * Show understanding of why many Christians find science and faith go together * Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses * Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. | Substantive knowledge   * Develop a knowledge of Sassoon and his poems. * Understand that poems have structure and use things like repetition and powerful imagery. * Understand that Sassoon’s poetry stemmed from WWI and that this influence can be seen in many of his poems. * Develop an ability to unpick the meaning behind poems and become more confident in developing poetry comprehension skills. |
| Disciplinary Skills  •I can take accurate and precise measurements  •I can confirm the validity of results through repeated tests  •I can use a variety of variables to confirm or refute my initial hypothesis | Disciplinary Skills  • I can explain how parts of my design  work and their inter relationship  • I can develop a design specification for  someone else based on needs  and wants  • I can explain how my design is  aesthetically pleasing and functioning  • I can say how well a product has been  made and how it achieves its purpose  • I can say how a product  was constructed  • I can use a variety of cooking techniques in  combination to prepare a meal  • I can adapt a recipe for a reason e.g. Vegetarian | Disciplinary Skills  •I can evaluate the usefulness and accurateness of different sources of evidence and explain my choice of which evidence sources I used  •I can suggest accurate and plausible reasons for how and why aspects of the past have been interpreted and represented In different ways  •I can recognise that some evidence is propaganda or misinformation and how this effects interpretations of history  •I can use dates and times consistently and accurately  •I can choose the most appropriate ways to present information to an audience  •I can present information to an audience in an interesting and informative way, including the use of charts and graphs | Disciplinary Skills     * I understand that some sources can be interpreted in different ways by different people. * I understand how and why people put their beliefs into action in different ways drawing upon a range of evidence to justify and support their conclusions. * I understand how to justify my own views and develop greater insight into the views of others, making connections between them. | Disciplinary Skills:  See reading & writing objectives below. |
| Reading Objectives  \* To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval | Reading Objectives  \* To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  To recognise more complex themes in what they read | Reading Objectives  \* To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To draw out key information and to summarise the main ideas in a text.  To compare characters, settings and themes within a text and across more than one text. | Reading Objectives  \* To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views. | Reading objectivves:  To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To draw out key information and to summarise the main ideas in a text.  To compare characters, settings and themes within a text and across more than one text. |
| Writing Objectives  Writing to inform  •write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).  •distinguish between the language of speech and writing and to choose the appropriate level of formality. | Writing Objectives  \* note down and develop initial ideas, drawing on reading and research where necessary  •use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  •use a wide range of devices to build cohesion within and across paragraphs  •use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.”)  Writing Objectives  \* note down and develop initial ideas, drawing on reading and research where necessary  •use a wide range of devices to build cohesion within and across paragraphs  •make changes to vocabulary, grammar and punctuation to enhance effects | Writing Objectives  •use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  •use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, hyphens, colons, and when necessary, to use such punctuation  •use the passive voice accurately within appropriate pieces.  •use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.”) | Writing Objectives  \* note down and develop initial ideas, drawing on reading and research where necessary  •use a wide range of devices to build cohesion within and across paragraphs  •make changes to vocabulary, grammar and punctuation to enhance effects  •use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, hyphens, colons, and when necessary, to use such punctuation | Writing objectives  •make changes to vocabulary, grammar and punctuation to enhance effects  \* note down and develop initial ideas, drawing on reading and research where necessary  •use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  •use a wide range of devices to build cohesion within and across paragraphs |
| Fiction and non-fiction texts that will be shared with children:  Booktalk about The human heart and heart heallth | Fiction and non-fiction texts that will be shared with children:  Non-fiction text in booktalk – recipes and information on healthy cooking techniques. | Fiction and non-fiction texts that will be shared with children:  Booktalk: information on how to work as a historian and how to check the reliability of information. A range of reading and research through their own projects. | Fiction and non-fiction texts that will be shared with children:  Booktalk: Texts that explore creationism and evolution. | Fiction and non-fiction texts that will be shared with children:  Booktalk: Texts that explore Sassoon and also how to write poetry effectively. |