

## Literacy

**Genre Focus: Persuasion**

**Model Text: The Multi-Purpose Mobile Phone**

**Main learning objectives:** (skills you want the children to learn based on prior coverage and assessment)

Emotive language, expressing opinion through relative clauses, modal verbs, considering credibility (e.g. testimonials, endorsements, statistics),  
Embedded clauses using brackets, hyphens or commas.

**Context/hooks/reasons to write:**

Gadget inventions/links with 'If I Were An Engineer'.

Gadgets/inventions that assist with natural disaster mitigation/detection or survival (topic link).

## Numeracy

**Focus areas: Fractions, decimals, percentages**

**Main learning objectives:** (skills you want the children to learn based on prior coverage and assessment)

Being able to simplify fractions and find equivalents, convert between improper fractions and mixed numbers and place on number lines.

Add and subtract fractions with different denominators.

Multiply and divide fractions.

Find fractions of amounts.

Convert fractions to decimals and percentages.

**Activity ideas:**

Use food (pizzas/chocolate bars etc) to demonstrate mixed numbers and improper fractions. Lego bricks/manipulatives for fractions of amounts/percentages.

## Science

**Main learning objectives:** Earth Science (Chemistry/Geology)

Key knowledge:

- The Earth is made up of the core, mantle and crust.
- Earth is a dynamic, ever-changing body.
- Natural disasters can be the effect of tectonic plate movement.
- The Earth's atmosphere and climate is ever-changing and can be affected by natural causes, and human activity.

**Activity ideas:**

- Study the geology and changing nature of the Isle of Man (e.g. volcanic rock at Scarlett, northern glacial sand planes).
- Undertake the 'Beat the Flood' STEM challenge (designing buildings to withstand a powerful flood and then testing them).

## Year 6 MTP Extreme Earth

Extreme Weather/Climate change/world disasters.

### Key events

Trips:  
**Wales!**  
**Year 6 Activity week**

### Pupil voice:

Designing own gadget concepts to make literacy writing personal.  
Designing and crafting bespoke features in woodwork.

## Art & DT

**Main learning objectives: Woodwork**

- Make a product that produces movement.
- Use art skills to add design or detail to my product.
- My products are carefully finished to add extra appeal.

**Activity ideas:**

Tower building (Primary Engineers lighthouse project), toy cam boxes for children who have already previously completed the tower project.

## Music

**Main learning objectives:**

- I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).
- I can combine sounds expressively
- I can create rhythmic patterns with an awareness of timbre and duration.
- I use ICT to organise my musical ideas.

**Activity ideas:**

Create a storm composition, perform using instruments to portray natural disasters.

## RE

**A look at world religions: Sikhism.**

**Key Questions:**

- How is the Gurdwara a centre for worship and demonstrates Sikh values?
- Why is the Guru Granth Sahib 'The Everlasting Guru'.
- Why is Guru Gabind Singh important?
- What is the significance of the Amrit ceremony?

**Activity ideas:**

Compare key Sikh ideas to other major religions/schools of

## PSHE

**Main learning objectives: Jigsaw: Celebrating Difference**

- I can understand there are different perceptions about 'normal'
- I can understand how disabilities could effect someone's life.
- I can explain ways people/groups can have power over others.
- I know some of the reasons people use bullying behaviours.

**Activity ideas:** - See Jigsaw file.

## ICT

**Main learning objectives:**

**Applied ICT, Modelling.**

- I can create complex numerical models using spreadsheets.

**Activity ideas:**

- Generate our own data to input and store in Excel (e.g. race times etc), and use formulae to find averages and patterns (e.g. girls v boys performance)

## PE

**Main learning objectives: Athletics**

I choose the best pace for running.

I am controlled in take off and landing when jumping.

I am accurate when throwing for distance.

I combine running and jumping well.

I modify and refine my skills and techniques to improve my performance.

I explain and apply basic safety principles in preparing for exercise.

## Forest School

**Main learning objectives: Relationships**

I can learn key negotiation and teamwork skills through play and challenges.

I can start to build stronger friendships and make new friends.

I can listen to other people during reflection time and respect each other.

## Geography/History

**Main learning objectives:**

- I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.
- I can summarise an environmental issue, its possible causes, and solutions either in the local area or an area I am studying.
- I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation.
- I use the internet to help find out about a location (e.g. Google Earth).
- I can name and locate all places and features learned previously and the largest and, oceans, rivers, continents, cities and countries with the largest populations.
- I am confidently using geography words.

**Activity ideas:**

Climate zones, water distribution, extreme weather/tornado alley, earthquakes/tectonic plates, tsunamis, volcanoes. Pompeii case study.