

Year 6 What was the Great fire of Gateshead?

| | <u>Week 1</u> | <u>Week 2</u> | <u>Week 3</u> | <u>Week 4</u> | <u>Week 5</u> | <u>Week 6</u> | <u>Week 7</u> |
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| English | Skellig, reading, text, predictions, inference, similarities and differences | Cold Writing? Read together the short story 'Adventure at Sandy Cove' create a story map and a toolkit from the story and discuss the idea of a finding tale. | Box up a class story on the theme of a finding tale and identify the features which need to be included from the finding tale. Shared class writing of the story. | The children will create their own story plan and will write their own finding tale story considering what they need to include from the toolkit. | Poetry William Blake | Poetry continued – children to create own poems based on an owl. | Debate – home school Versus school |
| History | What do you know about the city of Newcastle? Locate on a map and find out key facts about the city. Detectives | Find out about the story of the fire of Gateshead and the human impact and changes it caused in Newcastle. | Take a person from the past, find out where and how they lived and then look at how the lives of people changed in different decades. | Trip to Newcastle Discovery Museum to take part in art and drama activities related to the history of the Great Fire. | Find out about how the fire brigade was organised at the time and how the fire changed the way that this was organised. | Find out about the development of the bridges and how these met the needs of a changing city. | Look at future plans for the development of the quayside and the children express opinions about the development and make their own plans for how they see the future. |
| Science | Classifying animals using the terms invertebrate, vertebrate, nutrition etc | Use classification keys to identify animals. | Classify plants according to how their seeds are spread, whether they are flowering, vascular and non vascular | Introduction to microorganisms and how they are living things. | Yeast investigation – planning and carrying out a fair test. | Micromicroorganisms and how they are living things and can be classified accordingly | Find out about the work of Carlus Linnaeus and how his work influences our understanding today. |
| Geography | | | | Plot the route that we will take through Newcastle on a map | | | |
| RE | | Begin to consider parts of Hinduism including reincarnation - learn about the story of the man in the well. | Consider the roles of karma and dharma in the Hindu belief and how these will help people to achieve Moksha. | Consider the ashramas (stages of life) and the duties that these bring with them. | Consider how Gandhi followed the Hindu belief ahimsa - to do no harm | Consider why Hindus are vegetarian and the concept of sewa (giving to charity) | Recap on everything that have learnt about how Hinduism can be good - create a poster to show understanding. |
| Art | Look at examples of work by John Coatsworth. Discuss how he is a local artist and what he represents in his work. Express opinions about his work and which the children prefer etc | | The children use their sketch books to practise sketching in the style of John Coatsworth. | | The children will draw and then paint their own picture in the style of John Coatsworth. | | The children will continue their work and then evaluate. |
| Computing | | Online safety Self image and identity | Follow instructions/algorithms to build lego mission models | Follow instructions/algorithms to build lego mission models | Follow instructions/algorithms to build lego mission models. | Follow instructions/algorithms to build lego mission models. Debug physical | Follow instructions/algorithms to build lego mission models. Debug systems as necessary |

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| | | | | | Debug physical systems as necessary | systems as necessary | |
| P.E. Core PE Real PE Lesson 1 | To learn the skills of tag netball Develop coordination with the ball | Develop reaction and response skills. | Develop coordination with the ball showing fluency and control | Develop reaction and response skills. with accuracy and control | Develop reaction and response skills. with accuracy and control | Play a game of tag netball using all skills from previous weeks | Play a game of tag netball using all skills from previous weeks |
| P.E. | OAA orienteering Develop team skills by solving problems | Develop team skills by solving problems | Develop team skills by solving problems | Map work and directions | Introduce compass bearings | Compass bearings to solve team problems | |
| French | To recap the most necessary language needed for the classroom, key questions covered in previous years and phonics. | To learn where France is and which countries are near. | To say which countries are near France | Where in the world speaks French? | To look at Paris and say words and phrases to describe it. | | |
| PSHE | Working together | Solve the friendship problem | Dan's day | Behave yourself | Assertiveness | Show racism the red card | Don't force me |
| MUSIC | The children will learn traditional north east songs – The Blaydon Race, When the boat comes in, Coming home Newcastle, Bobby Shaftoe, Fog on the Tyne and the Lambton Worm. They will learn about when the songs have been used, look at the language and how this compares to the words that we use today and which words show the local accent and colloquialism. The children will express their own opinions about the music. (library guides Newcastle University) | Learn to sing the Blaydon Races and When the boat comes in focussing on the rhythm, pitch and tone. | Learn to sing Bobby Shaftoe and Fog on the Tyne focussing on the rhythm, pitch and tone. | The children work in groups, choosing one of the songs that they have learnt so far and using it to compose their own modern day version. | Continue to write own tunes and practise for a performance. | Perform to the class and evaluate their work. | |