Year 6

nquake
uses an
earthquake as well as how to survive one.

YEAR 6
Nature's Fury

Key Aim – Through this theme/topic, we aim for pupils to understand the range of natural disasters that exist across the globe.

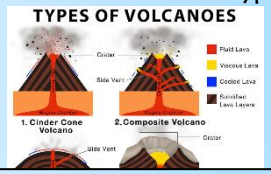
Key Vocabulary:

Active volcano, climate, crater, crust, cyclone (tropical storm in the Indian Ocean), dormant volcano, drought, eruption, Equator, extinct volcano, fault line, humidity, hurricanes (tropical storm in the Atlantic), inner core, lava, magma, mantle, outer core, Richter Scale, Ring of Fire, tectonic plates, tornadoes, typhoons (tropical storm in the Pacific), tsunami, vent, volcano, wildfire.



Key facts:

- The Earth's crust is split into different sections known as tectonic plates.
- Where two tectonic plates meet, this is known as a fault line.
- The Ring of Fire is an area of the Pacific Ocean where 75% of the world's volcanoes occur.
- When a volcano erupts, runny magma bursts through the openings of vents in the Earth's crust before flowing onto the surface as lava.
- The Earth is comprised of different layers: the crust, the mantle, the outer core and the inner core.
- There are different types of volcano depending on the shape, size and how they were formed:



Key Concepts and Skills:

- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of phenomena.
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.

Quality Texts to Inspire Us:

- Running Wild by Michael Morpurgo
- Newspaper reports and diary entries from the Boxing Day Tsunami.
- Natural disaster zone: Earthquakes and tsunamis by Ben Hubbard.

Hooks: Survival videos, 'The Impossible' trailer, Running Wild by Michael Morpurgo

As **Readers,** we will:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- identify and discuss themes and conventions in and across a wide range of writing
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- retrieve, record and present information from non-fiction

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As **Writers,** we will:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining
- proof-read for spelling and punctuation errors

Key Vocabulary:

Fronted adverbials, subordinate, main and relative clauses, conjunctions, semi colons, headings, subheadings, captions

Must Haves:
Joined, legible handwriting, capital letters for proper nouns, full stops, commas for clauses and for lists.

As **Mathematicians,** we will:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- identify common factors, common multiples and prime numbers
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- compare and order fractions, including fractions > 1
- use, read, write and convert between metric units and begin to understand how to convert between imperial measures such as km and miles.

Key Vocabulary:

addend, composite number, denominator, digit, dividend, divisor, factor, imperial, improper fraction, Integer, metric, multiple, negative number, numerator, operation, prime number, product, rounding, square number, sum, unit fraction,

As **Scientists,** we will:

- identify scientific evidence that has been used to support or refute ideas or arguments
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Key Vocabulary:

Adaptation, amphibians, evolution, fossils, habitat, inheritance, invertebrates, mammals, micro-organism, offspring, reptiles, species, variation, vertebrates,

As **Geographers** we will:

- Research extreme climates around the world, comparing them to our own climate.
- Look at natural disasters and the impact they have on human lives
- Link to our English skills, through a non-fiction survival guide for an earthquake.
- describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Understand the meaning of the word 'biome' and explore different biomes around the world.

Key Vocabulary:

Biome, climate, drought, earthquake, forest fires, floods, hurricanes, Richter scale. seismometer, tectonic plates, tornadoes, vegetation belt, volcano,

As **Designers and Artists,** we will:

- Explore the style of Charlie Mackesy's art through cross-curricular link with our PSHE wellbeing topic.
- Learn about the art and techniques of Hokusai and emulate within our own pieces including 3d pieces and print making.
- To use shading and tones to create a 3d-effect tornado art, using coloured pencils.

Key Vocabulary:

Composition, primary colours, secondary colours, shading, texture, tone.

As Computer Technologists we will:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Key Vocabulary:

Internet safety: digital footprint, password, PEGI rating, screen time, spoof website,
Spreadsheets: advance mode, average, cells, columns, copy and paste, count (how many tool)

In PE we will:

- develop flexibility, strength, technique, control and balance through our gymnastics work.
- perform dances using a range of movement patterns, with a focus on breakdancing.
- play competitive games involving hockey skills for the first half term and football for the second half term, applying basic principles suitable for attacking and defending.
- take part in outdoor and adventurous activity challenges both individually and within a team

Key Vocabulary:

Attacking, balancing, canon, controlling, defending, dribbling, flexibility, marking, possession, rhythm, tactics, unison

In PSHE we will:

- explore interpersonal relationships
- develop a moral and social conscience
- focus on mental wellbeing through exploring the text: 'The boy, the mole, the fox and the horse' by Charlie Mackesy.

Key Vocabulary:
Acceptance, emotions, empathy, friendship. resilience, understanding, tolerance, wellbeing,

As Musicians, we will:

- Use musical vocabulary to describe live and recorded music
- Sing rounds with three or four parts
- Play a range of tuned instruments
- Compose music
- Perform to others

Key Vocabulary:

Composition, cords, dynamics, harmonies, instrument, lyrics, melody, percussion, pitch, rhythm, scales