Mowden Hall School

# Year 6 Distance Learning Overview by Subject and Topic

| Subject | Staff | Outline | Delivery |
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| **English** | KT | **Reading**:<br>● Star Reading Tests/Weekly Library lessons<br>● Drawing inferences; making predictions<br>● Using textual evidence to illustrate answers<br>● Analysis of poetry, with particular focus on *The Highwayman* by Alfred Noyes and *Posting Letters* by Gregory Harrison<br>● Making comparisons and evaluating contrasts<br>**Writing:**<br>● Short story writing techniques - narrative voice, character descriptions, setting and plot<br>● Writing a short story using recognised linguistic and structural techniques<br>**Grammar:**<br>● Continuing to practise the full range of punctuation learned to date, introducing the semi-colon<br>●<br>**Spelling**:<br>● Spelling lists and dictionary work. | Google Classroom |
| **Maths** | MC | **Geometry – position and direction**<br>● describe positions on the full coordinate grid (all four quadrants)<br>● draw and translate simple shapes on the coordinate plane, and reflect them in the axes | Google Classroom |

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| | | **Number - Decimals**<br>● identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places<br>● multiply one-digit numbers with up to two decimal places by whole numbers<br>● use written division methods in cases where the answer has up to two decimal places<br>● solve problems which require answers to be rounded to specified degrees of accuracy<br><br>**Number - Percentages**<br>● solve problems involving the calculation of percentages<br>● recall and use equivalences between simple fractions, decimals and percentages<br><br>**Algebra**<br>● use simple formulae<br>● generate and describe linear number sequences<br>● find pairs of numbers that satisfy an equation with two unknowns<br><br>**Measurement**<br>● solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate<br>● use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places<br>● convert between miles and kilometres | |
| **Science** | JS | Finishing off work on separating materials.<br>**Energy Transfers**<br>Ways in which energy can be usefully transferred and stored, comparing the starting with the final conditions of a system and describing increases or decreases in the | Google Classroom |

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| | | amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions.<br>**Energy Resources**<br>Fuels and energy resources including coal, biomass, food, wind, waves, and batteries; the distinction between renewable and non renewable resources.<br>That the sun is the ultimate source of most of the Earth's energy resources and learn how oil, coal and gas are formed.<br>That electricity is generated using a variety of resources.<br>**Cells and Organisation**<br>That cells are the fundamental unit of living organisms; the hierarchical organisation of multicellular organisms; from cells to tissues, to organs, to systems to organisms.<br>The similarities and differences between plant and animal cells; the functions of chloroplasts and cell walls in plant cells and the functions of the cell surface membrane, cytoplasm, mitochondria and nucleus in both plant and animal cells. | |
| **French** | GB | This term the topic in French is *c'est bon ca!* We will be learning to<br>● Discuss likes and dislikes in food.<br>● Use the verb *prendre* in sentences.<br>● Use the partitive article (*du, de la d'* and *des*) in sentences.<br>● Use the negative in sentences.<br>● Vocabulary: Food items, meals and drinks. | Google Classroom |
| **Classics** | GB | This term in Latin we will be continuing our work on the 2nd declension by consolidating our knowledge of nouns like *dominus* and *vir* before introducing the neuter noun *bellum*.<br>We will also be learning how to use prepositions in sentences. | Google Classroom |

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| **History** | BH | **End of Empire**<br>Pupils:<br>● are able to explain the range of reasons behind the collapse of the Empire<br>● create categories and organise their information<br>**The Last Imperial War: the Falklands. How did we win an 'impossible war'?**<br>● Pupils are able to research, then organise their reasons for Britain's military victory over the Argentinians | Google Classroom |
| **Geography** | PH | **FIELDWORK ENQUIRY** - simulation with real data (A practice for THE Year 8 CE Enquiry)<br>This will cover the processes involved in collecting data and completing an enquiry.<br><br>Additional work:-<br>Locations<br>OS map work practice | Google Classroom |
| **RPE** | BH | **The Influence of Faith on Believers:** investigates the influence of religious teaching on the behaviour and actions of believers. Develops understanding that Christians base their behaviour on the teaching of Jesus and the guidance of the church, and that this reflects their Christian beliefs. Develops the ability to ask questions about the basis for moral choices and decisions, and how religious values might offer a basis for morality.<br><br>**God as Spirit:** Explores some abstract, spiritual concepts of God and considers some of the ways in which Christians believe God is revealed in the world. Looks at how Muslims perceive the qualities of Allah and compares these with Christian beliefs about the nature and character of God. Studies the story of Abraham as an example of an encounter with God/Allah and reflects on how their own understanding of God/Allah might have changed following the work covered.<br><br>**Example philosophy activity linked to Abraham:** Why do we obey? | Google Classroom |

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| **Computing** | IH | **Developing a simple mobile phone app**<br>● Develop clear written algorithms for their app<br>● Implement their algorithms as code<br>● Use trial and improvement approaches to debug their code<br>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.<br>● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.<br>● 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. | Google Classroom<br>Screencastify<br>Applab<br>Giphy<br>Google Slides |
| **Art** | EB | **'Pop Art and Popular Culture'** | Google Classroom |
| **PE/GAMES** | SSK | PE & Games will be delivered through the activity slots on Friday afternoons and Saturday mornings. Children will also be encouraged to take part in physical activity throughout the week - outside of the timetable. | |
| **PSHEE** | EB | **Healthy Lifestyle + Hygiene**<br>Making informed choices regarding a healthy lifestyle; including nutrition<br>Hygiene and bacteria and viruses<br>Allergies and getting help in an emergency<br>Vaccination and immunisation<br>Personal Hygiene and following Puberty delivered by JS in Science lessons<br>The NHS<br>Understanding Illness<br><br>**Managing change**<br>Developing friendship skills<br>Changing and ending friendships | Google Classroom |

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| | | Managing change; loss and bereavement<br>Sources of support | |