



Inspire

CURRICULUM

Unit: Angry Earth

Term: Spring 3

Year: 6

Angry Earth Unit Summary

In this Unit pupils will find out all about volcanoes and what causes them. They will try to find out why people still live near to something so dangerous.

Programme of Study

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Year: 6 **Term:** Spring 3

Please note that all appendices and guidelines referred to in the programme of study are available to download at: <https://www.gov.uk/government/collections/national-curriculum> The POS codes replace the DfE bullets for ease of reference.

Key:
FT = First Teaching
OG = On Going

Spoken Language	
SL1	listen and respond appropriately to adults and their peers
SL2	ask relevant questions to extend their understanding and knowledge
SL3	use relevant strategies to build their vocabulary
SL4	articulate and justify answers, arguments and opinions
SL5	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
SL6	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
SL7	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
SL8	speak audibly and fluently with an increasing command of Standard English
SL9	participate in discussions, presentations, performances, role play, improvisations and debates
SL10	gain, maintain and monitor the interest of the listener(s)
SL11	consider and evaluate different viewpoints, attending to and building on the contributions of others
SL12	select and use appropriate registers for effective communication
<p>These statements apply to all Years. The content should be taught as a level appropriate to the age of the pupils (taken from notes and guidance [non-statutory]). Speaking and listening activities throughout the Unit have been designed with these POS statements in mind. Specific speaking and listening objectives are provided for some English lessons where appropriate.</p>	

English	Reading – word reading		
	WR1	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	OG
	Reading – comprehension		
	RC1	<i>maintain positive attitudes to reading and understanding of what they read by:</i>	
	RC1.1	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	OG
	RC1.2	reading books that are structured in different ways and reading for a range of purposes	OG
	RC1.3	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	OG
	RC1.4	recommending books that they have read to their peers, giving reasons for their choices	OG
	RC1.5	identifying and discussing themes and conventions in and across a wide range of writing	OG
	RC1.6	making comparisons within and across books	OG
	RC1.7	learning a wider range of poetry by heart	OG
	RC1.8	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	OG
	RC2	<i>understand what they read by:</i>	
	RC2.1	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	OG
	RC2.2	asking questions to improve their understanding	OG
	RC2.3	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence	OG
	RC2.4	predicting what might happen from details stated and implied	OG
	RC2.5	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	OG
	RC2.6	identifying how language, structure and presentation contribute to meaning	OG
	RC3	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	OG
RC4	distinguish between statements of fact and opinion	OG	
RC5	retrieve, record and present information from non-fiction	OG	

English	Reading – comprehension continued		
	RC6	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	OG
	RC7	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	OG
	RC8	provide reasoned justifications for their views	OG
	Writing – transcription – spelling		
	WTS1	use further prefixes and suffixes and understand the guidelines for adding them	OG
	WTS2	spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>	OG
	WTS4	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	OG
	WTS6	use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	OG
	Writing – handwriting and presentation		
	WHP1	<i>write legibly, fluently and with increasing speed by:</i>	
	WHP1.1	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	OG
	WHP1.2	choosing the writing implement that is best suited for a task	OG

English	Writing - composition		
	WC1	<i>plan their writing by:</i>	
	WC1.1	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	OG
	WC1.2	noting and developing initial ideas, drawing on reading and research where necessary	OG
	WC1.3	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	OG
	WC2	<i>draft and write by:</i>	
	WC2.1	selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning	OG
	WC2.2	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	OG
	WC2.3	precising longer passages	FT
	WC2.4	using a wide range of devices to build cohesion within and across paragraphs	FT
	WC3	<i>evaluate and edit by:</i>	
	WC3.1	assessing the effectiveness of their own and others' writing	OG
	WC3.2	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	OG
	WC3.3	ensuring the consistent and correct use of tense throughout a piece of writing	OG
	WC3.4	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	OG
	WC4	proof-read for spelling and punctuation errors	OG
	WC5	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	OG
	Writing – vocabulary, grammar and punctuation		
	WVGP1	<i>develop their understanding of the concepts set out in English Appendix 2 by:</i>	
	WVGP1.2	using passive verbs to affect the presentation of information in a sentence	OG
WVGP1.5	using modal verbs or adverbs to indicate degrees of possibility	OG	
WVGP2	<i>indicate grammatical and other features by:</i>		
WVGP2.1	using commas to clarify meaning or avoid ambiguity in writing	OG	
WVGP2.3	using brackets, dashes or commas to indicate parenthesis	OG	

Maths	Number – addition, subtraction, multiplication and division	
	6	use their knowledge of the order of operations to carry out calculations involving the four operations
	8	solve problems involving addition, subtraction, multiplication and division
	Fractions (including decimals and percentages)	
	11	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
	Measurement	
	1	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
	2	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
	3	convert between miles and kilometres
	4	recognise that shapes with the same areas can have different perimeters and vice versa
	5	recognise when it is possible to use formulae for area and volume of shapes
	6	calculate the area of parallelograms and triangles
	7	calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm ³) and cubic metres (m ³), and extending to other units such as mm ³ and km ³ .
	Geometry – properties of shapes	
	5	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
	Statistics	
	1	interpret and construct pie charts and line graphs and use these to solve problems
2	calculate and interpret the mean as an average	

Geography	Human & physical geography		
	5	describe and understand key aspects of:	
	5.1	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
	5.2	human geography, including: types of settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water	
	Geographical skills and fieldwork		
6	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		

History	2	The Roman Empire and its impact on Britain	
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Music	1	play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression	
	2	improvise and compose music for a range of purposes using the inter-related dimensions of music	
	3	listen with attention to detail and recall sounds with increasing aural memory	

Art & Design	2	to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	
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Languages	1	listen attentively to spoken language and show understanding by joining in and responding	
	2	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	
	3	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	
	4	speak in sentences, using familiar vocabulary, phrases and basic language structures	
	5	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	
	7	read carefully and show understanding of words, phrases and simple writing	
	9	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
	10	write phrases from memory, and adapt these to create new sentences, to express ideas clearly	
	11	describe people, places, things and actions orally* and in writing	
	12	understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
The starred (*) content above will not be applicable to ancient languages.			

Applied Computing	4	understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	
	5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
	7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	