

# Year 6 – Autumn Term

## English

### Handwriting

Handwriting and presentation Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

**Key Outcomes: Create an Autobiography (predicting their future)**

**Texts:**

I am Malala – (Nobel Prize Winner)

**Cross-Curricular Links: PSHCE**

**Timescale:  
4 Weeks**

### Reading – Word Reading

- To read and identify words with the suffixes –cious and –tious.
- To read and identify words with the suffixes –cial and –tial and identify exceptions to the rules.
- To use dictionaries to check the spelling and meaning of words.

### Reading – Comprehension

- To draw inferences from autobiographies to identify authors' emotions.
- To evaluate authors' use of language to describe key events.
- To identify the use of reported speech.
- To identify the 5Ws.
- To identify the use of anecdotes and details to interest the reader.
- To identify the sequence of paragraphs and how they structure the text.

### Spoken Language & Listening

- To ask questions and interview the subjects of biographies and autobiographies.
- To listen to and make notes from documentaries.
- To speak audibly and fluently with an increasing command of Standard English.

### Writing – Transcription

- To apply knowledge of root words to use the suffixes –cious and –tious.
- To apply spelling rules when adding the suffixes –cial and –tial and learn exceptions to the rules.

### Writing – Composition

- To organise notes in chronological order to plan an autobiography.
- To write an autobiography, sequencing paragraphs in chronological order and using flashbacks.
- To edit and improve writing, ensuring consistent past tense is used.
- To develop note making techniques, including use of abbreviations.
- To organise notes in chronological order, planning references to earlier events to make links throughout the text.
- To write an orientation paragraph.
- To use temporal connectives and adverbial phrases to create links between sentences within paragraphs.
- To include a concluding paragraph that reveals the author's opinion on the subject of the biography.
- To edit and improve writing, looking at how to change the use of vocabulary to clarify meaning.

### Grammar & Punctuation

- To use expanded noun phrases to elaborate on details.
- To use fronted adverbials to create links between sentences in a paragraph.

To use brackets for asides by the author or to explain technical vocabulary.

**Text Type:** Autobiography and Biography

**Success Criteria:**

- 1<sup>st</sup> person (autobiography)
- Anecdotes and detail to interest the reader
- Chronological order
- Past tense
- Important dates
- Temporal connectives
- Reported speech
- **Use of flashbacks**
- Expanded noun phrases
- Emotive language
- Adverbial phrases
- **Brackets**

**Key Outcomes:** Scientific Information book linked to science topic

**Texts:** Science explanation model texts

**Cross-Curricular Links:** Science

**Timescale:** 3 Weeks

### Reading – Word Reading

- To understand the difference in meaning between 'affect' and 'effect'.
- To correctly read words with the /i/ sound spelt ei after c.
- To correctly read words that have endings which sound like /shal/, e.g. essential

### Reading – Comprehension

**Text Type:** Explanation

**Success Criteria:**

- General introduction to topic
- **Linked main & sub-headings – moving from general information to more specific**

<ul style="list-style-type: none"> <li>To identify the structural features of a range of scientific explanation texts.</li> <li>To explain why the writer has chosen to organise the text in a certain way.</li> <li>To efficiently use the index, contents, glossary, skimming and scanning techniques to find literal information quickly.</li> <li>To explain the meaning of new scientific process by interpreting a scientific diagram.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To orally explain a new scientific process from a labelled diagram, using causal connectives.</li> <li>To explain concepts clearly and concisely using the correct scientific vocabulary and precise language.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To use the terms ‘affect’ and ‘effect’ correctly within the context of a scientific explanation.</li> <li>To correctly spell words with the /i/ sound spelt ei after c.</li> <li>To correctly spell words that have endings which sound like /shal/, e.g. essential</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To take notes and gather photos, data and scientific research.</li> <li>To organise information (notes) about the human circulatory system onto a planner.</li> <li>To organise information into an introduction, main headings, sub-headings and paragraphs, linking points and moving from general to specific information.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To identify the clause which is the ‘cause’ and the clause which is the ‘effect’.</li> <li>To be able to construct complex sentences with ‘cause’ and ‘effect’ clauses joined by causal connectives.</li> <li>To use the passive voice to create a formal tone.</li> <li>To identify illustrating connectives and the clause it relates to.</li> <li>To illustrate a point using illustrating connectives.</li> </ul> <p>To use colons and bullet points to list information.</p>	<ul style="list-style-type: none"> <li>Scientific annotated diagrams</li> <li><b>Colon to introduce a list</b></li> <li>Bullet points to list</li> <li><b>Data/statistics with health implications</b></li> <li><b>Scientific captions for microscopic photos</b></li> <li>Present tense</li> <li>Temporal, <b>illustrating</b> and causal connectives</li> <li>Lexical vocabulary</li> <li>Passive voice</li> <li>Summary of points</li> </ul>
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<b>Key Outcomes:</b> Oral presentation of contextual research	<b>Texts:</b> Beowulf Michael Morpurgo	<b>Cross-Curricular Links:</b> History	<b>Timescale:</b> 1 week
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<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To correctly read words with suffixes beginning with vowel letters to words ending in –fer.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To analyse how the writer uses careful choices of expanded noun phrases to help the reader visualize the setting. (AF6, L4)</li> <li>To use understanding of quest story features to make predictions about a text.</li> <li>To explore how the use of descriptive language can create tension.</li> <li>To answer reading comprehension questions using literal and inferred evidence from the text.</li> <li>To explore the meaning of words in context. (Wolf’s chapters)</li> <li>To use skimming and scanning skills to collect information from a variety of sources.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To present ideas by speaking clearly and working as a team to share research.</li> <li>To gain, maintain and monitor the interest of the listener.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To correctly spell words with suffixes beginning with vowel letters to words ending in –fer.</li> <li>To correctly spell words from the Year 5 &amp; 6 Word List.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To organise notes drawing on reading and research.</li> <li>To precise longer passages.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To identify the use of expanded noun phrases.</li> <li>To identify descriptive language used to build tension e.g. powerful verb choices.</li> </ul>	<p><b>Success Criteria:</b></p> <p>Organising notes</p> <ul style="list-style-type: none"> <li>Subheadings for organisation</li> <li>Abbreviations and symbols</li> </ul> <p>Presentation</p> <ul style="list-style-type: none"> <li>Work collaboratively to present</li> <li>Using the appropriate register to communicate information clearly</li> <li>Maintaining the interest of the listener</li> </ul>
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<b>Key Outcomes:</b> Recount -Diary entry	<b>Texts:</b> Beowulf Michael Morpurgo	<b>Cross-Curricular Links:</b> History	<b>Timescale:</b> 1 Week
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<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To read words that use of the hyphen to join a prefix to a root word.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify how different sentence structures are used for different effects.</li> <li>To identify the use of temporal connectives and adverbial phrases to sequence diaries in chronological order.</li> <li>To identify the structure of a diary, including orientation and reorientation paragraphs.</li> <li>To explore use of emotive language and use drama to explore characters’ emotions.</li> <li>To identify the shift in tense when including anecdotes.</li> <li>To identify the use of expanded noun phrases and adverbial phrases for detail.</li> <li>To identify tension building strategies through positioning main clauses at the end of complex sentences and using sentence fragments.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To participate in role play by voicing alternate sides of a character’s conscience.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words that use of the hyphen to join a prefix to a root word.</li> <li>To correctly spell words from the Year 5 &amp; 6 Word List.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To plan a diary entry using a timeline, focusing on sequenced events and emotive language.</li> <li>To write a diary entry, focusing on varying sentence structure.</li> <li>To write an orientation paragraph to set the scene and mood.</li> <li>To write a reorientation paragraph to summarise or suggest the future.</li> <li>To sequence the diary using temporal connectives and adverbial phrases.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To positioning main clauses at the end of a complex sentence to build tension.</li> <li>To use short sentences and sentence fragments to build tension.</li> </ul> <p>To use commas correctly to separate embedded clause from main clause.</p>		<p><b>Text Type:</b> Recounts</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Orientation paragraph to set the scene and the mood</li> <li>Reorientation paragraph to close to summarise or suggest future</li> <li>Temporal connectives and adverbial phrases related to time to sequence</li> <li>Past tense</li> <li><b>Some present tense anecdotes</b></li> <li>First person</li> <li>Use of personal language</li> <li>Emotive language</li> <li>Expanded noun phrases and adverbial phrases for detail</li> <li>Short sentences for tension</li> <li>Embedded clauses in complex sentences</li> </ul>	
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<p><b>Key Outcomes:</b> Non-chronological report</p>		<p><b>Cross-Curricular Links:</b> History</p>	<p><b>Timescale:</b> 1 Week</p>
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<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To read words with silent letters.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify words and phrases used to generalise.</li> <li>To identify use of connectives and phrases to elaborate topic sentence.</li> <li>To identify expanded noun phrases for factual description.</li> <li>To identify the structure of non-chronological reports, including organisational devices.</li> <li>To develop skimming and scanning skills to retrieve information from non-fiction.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To speak audibly and fluently to present research.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words with silent letters.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To create notes based on reading and research.</li> <li>To plan the structure of paragraphs, focusing on the use of topic sentences and connectives to make links.</li> <li>To write a non-chronological report, focusing on use of connectives to develop paragraphs.</li> <li>To use topic sentences to structure a paragraph.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To identify active and passive voice.</li> <li>To write in the passive voice.</li> <li>To use brackets to add additional information, such as defining technical language.</li> <li>To use subordinate clauses to open sentences, marking the clause with a comma.</li> </ul>		<p><b>Text Type:</b> Non-Chronological Reports</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Third person</li> <li>Present tense</li> <li>Passive voice</li> <li>Technical vocabulary</li> <li>Brackets to define technical language</li> <li>Causal connectives</li> <li>Words that generalise e.g. some, most, usually</li> <li>Expanded noun phrases for factual descriptions</li> <li>Language of comparison and contrast e.g. unlike..., like other mammals... etc</li> <li>Opening statement with interest fact to capture interest</li> <li>Headings</li> <li>Sub-headings</li> <li>Diagrams/images with captions</li> <li>Address reader with direct questions ‘Have you ever wondered why...?’</li> </ul>
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<b>Key Outcomes:</b> Writing from an alternative perspective	<b>Texts:</b> Beowulf Michael Morpurgo	<b>Cross-Curricular Links:</b> History	<b>Timescale:</b> 1 week
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To read words with silent letters.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify the ways a writer can use language features to indicate a particular narrative perspective.</li> <li>To make inferences on a characters perspective, using evidence from the text.</li> <li>To identify the use of dashes for pauses and short simple sentences to create tension.</li> <li>To identify use of powerful adjectives and expanded noun phrases for description.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To use freeze-frames to explore different characters’ perspectives during key events in the text.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words with silent letters.</li> <li>To spell words with the /i:/ sound spelt ei after c.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To generate vocabulary Wolf would use, using patterns adopted by Michelle Paver.</li> <li>To write an extract from an alternative perspective, focusing on vocabulary to signal perspective.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To use dashes to create pauses for effect in writing.</li> <li>To identify and use of semi-colons to join two closely related sentences.</li> <li>To begin sentences with subordinate clauses, using commas to demarcate clauses.</li> </ul>		<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>names Wolf would use for unfamiliar objects</li> <li>short simple sentence for tension</li> <li>dashes to create pauses to build tension</li> <li>powerful adjectives for description</li> <li>begin sentences with a subordinate clause</li> <li>semi-colons and colons to join closely related sentences</li> </ul>	
<b>Key Outcomes:</b> Writing from an alternative perspective	<b>Texts:</b> Beowulf Michael Morpurgo	<b>Cross-Curricular Links:</b> History	<b>Timescale:</b> 3 weeks
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To read words ending in –able and –ible and identify changes made to words when the suffix is applied.</li> <li>To read words ending in –ably and –ibly and identify changes made to words when the suffix is applied.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify key features of a quest story genre and relate them to familiar texts.</li> <li>To identify the use of sentence fragments to create tension.</li> <li>To analyse the use of powerful adjectives &amp; expanded noun phrases to describe the setting.</li> <li>To identify the ways writers link paragraphs, exploring devices they use to create cliff-hangers between chapters.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To use drama techniques to explore the plot of the story and character choices.</li> <li>To speak in role to explore characters’ choices and speculate what may happen next.</li> <li>To orally rehearse sentences using temporal openers and topic sentences to structure paragraphs.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words ending in –able and –ible and identify changes made to words when the suffix is applied.</li> <li>To spell words ending in –ably and –ibly and identify changes made to words when the suffix is applied.</li> <li>To correctly spell words from the Year 5 &amp; 6 Word List.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To plan a chapter for a quest story, focusing the structure and development of the chapter.</li> <li>To write the beginning of a chapter, focusing on descriptive language to set the scene.</li> <li>To write the dilemma of the chapter, using sentence fragments to build tension.</li> <li>To write the ending to my chapter by resolving the problem or using a cliff-hanger.</li> <li>To edit and improve writing, focussing on sentence structure.</li> <li>To publish writing.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To create complex sentences by opening with the subordinate clause.</li> <li>To use adverbial phrases and powerful verbs to describe characters’ actions.</li> </ul>		<p><b>Text Type:</b> Narrative</p> <p><b>Success Criteria</b></p> <p><b>:Setting the scene</b></p> <ul style="list-style-type: none"> <li>past tense</li> <li>powerful adjectives &amp; expanded noun phrases to describe scene</li> <li>adverbial phrases including powerful verbs and adverbs for actions</li> <li>vary sentence and paragraph openers</li> <li>complex sentences starting with sub clause</li> <li>embedded clauses</li> </ul> <p><b>create tension for dilemma</b></p> <ul style="list-style-type: none"> <li>sentence fragments</li> <li>ellipsis &amp; dashes for pauses</li> <li>powerful verbs and adverbial phrases to capture the action</li> <li>varying sentence openers including subordinate clause openers and verb openers</li> <li>embedded clauses</li> </ul> <p><b>ending of the chapter</b></p> <ul style="list-style-type: none"> <li>sentence fragments</li> <li>ellipsis and dashes for pauses</li> <li>solution or cliff-hanger</li> </ul>	

- To use sentence fragments and complex punctuation (dashes, ellipsis and exclamation marks) to build tension.
- To create complex sentences by adding embedded clauses.

Maths	
National Curriculum Statements	Individual strands (lesson ideas) These may require more than one lesson per strand. Use your personal judgement.
Number: Place value <ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>round any whole number to a required degree of accuracy</li> <li>use negative numbers in context, and calculate intervals across zero</li> <li>solve number and practical problems that involve all of the above.</li> </ul>	Numbers to ten millions Compare and order any number Round any number Negative numbers
Number: Addition, subtraction, multiplication and division <ul style="list-style-type: none"> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>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</li> <li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>identify common factors, common multiples and prime numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>solve problems involving addition, subtraction, multiplication and division</li> <li>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul>	Add and subtract whole numbers Multiply up to a 4-digit number by 1-digit Short division Division using factors Long division Common factors Common multiples Prime numbers Squared and cubed numbers Order of operations Mental calculations and estimation Reasoning from known facts
Number: Fractions <ul style="list-style-type: none"> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>compare and order fractions, including fractions <math>&gt; 1</math></li> <li>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>divide proper fractions by whole numbers</li> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>	Simplify fractions Fractions on a numberline Compare and order fractions Add and subtract fractions: <ul style="list-style-type: none"> <li>Unit fractions</li> <li>Different denominators</li> <li>Mixed fractions</li> <li>Improper fractions</li> </ul> Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers Divide fractions by fractions Four rules with fractions Fractions of an amount Inverse of finding the fraction on an amount
Geometry: Position and Direction <ul style="list-style-type: none"> <li>describe positions on the full coordinate grid (all four quadrants)</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul>	The first quadrant Four quadrants Translations Reflections

# Science

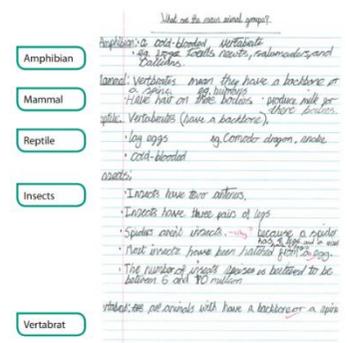
## Living things and Habitats

### Working Scientifically

This topic lends itself to:

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

NC Statement	Aim	Activity Suggestions
<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p>	<p>They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.</p> <p>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</p> <p>They should discuss reasons why living things are placed in one group and not another.</p>	<p>Build on Year 4 knowledge by further subdividing groups of plants and animals based on similarities/differences.</p> <p>5 kingdoms: Monera, Protista, Fungi, Plant and Animal – learn about each group in detail.</p> <p>Look at a range of animals and their habitats – learn about what animals have in their habitat and how they have adapted to their habitat.</p> <p>Research classifications of animals using books and the internet and then describe in their own words, the observable features used to classify mammals, amphibians, birds, fish, insects and reptiles.</p> <p>Recap vertebrates and invertebrates and explain that these groups can be subdivided further e.g. arachnids: mites, spiders and scorpions.</p>  <p><i>What are the main animal groups?</i></p> <ul style="list-style-type: none"> <li><b>Amphibian:</b> cold-blooded, vertebrate, eg. frog, toad, newt, salamander, and caecilians.</li> <li><b>Mammal:</b> warm-blooded, vertebrate, have hair on their bodies, produce milk for their young.</li> <li><b>Reptile:</b> cold-blooded, vertebrate, lay eggs, eg. Crocodile, dragon, snake.</li> <li><b>Insects:</b> cold-blooded, invertebrate, insects have two antennae, insects have three pairs of legs, spiders and insects are because a spider has 8 legs, most insects have been hunted for their eggs, the number of insects species is believed to be between 6 and 10 million.</li> <li><b>Vertabrat:</b> all the animals with have a backbone or a spine.</li> </ul>
<p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	<p>Look at existing branching databases and then create a complex one of their own for each animal kingdom.</p>

		<p style="text-align: center;"><b>A Tree of Minibeasts</b></p> <p>Repeat research for plants and create branching data bases for plants.</p> <p>Children need to explain how and why they have created the categories.</p> <p>Teacher could give groups of children specific plants/animals to sort into a key. Groups could compare how they have sorted.</p>
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**Evolution and Inheritance**

Working Scientifically

This topic lends itself to:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

NC Statement	Aims	Suggested Activities
<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Progression: Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time.</p>	<p>Look at how birds have changed over time: <a href="https://ucmp.berkeley.edu/education/explorations/reslab/flight/main.htm">https://ucmp.berkeley.edu/education/explorations/reslab/flight/main.htm</a></p> <p>Give children a worksheet with images of horses and their fossilised skeletons, together with the prompt, and ask them to describe what it might tell us about horse evolution.</p> <div data-bbox="1339 1093 1601 1460" data-label="Image"> </div> <div data-bbox="1624 1093 1758 1236" data-label="Text"> <p>Horses were much different years and years ago. 40 million years ago horses had 2 small toes at the sides of their feet and 1 big one in the middle. They were much smaller than horses today. Over time, horses have got more similar to horses today. Horses have grown bigger and have now only got 1 toe instead of 3.</p> </div>

<p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.</p> <p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>	<p>Play class 'Guess Who?' and note down characteristics that are inherited.</p> <p>Identify variations between themselves and a class mate.</p> <p>Create dog based Top Trump cards, noting variation across breed.</p> <p>Children could draw 2 dogs and their 'child', indicating which parent's characteristics have led to those of the child. This could be done with another animal / themselves.</p> <div data-bbox="1227 316 1836 758"> </div>
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<p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>The pupil can, using appropriate scientific language from the national curriculum, ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources).</p>	<p>Choose 2 animals and use secondary sources of information to find out how they are adapted to their environment. This pupil chose camels and penguins.</p> <div data-bbox="1317 826 1765 1189"> </div>
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### Computing – App Inventor

Awareness: That information can be organised into Apps

Skills:

- To create simple pages of content
- To add interactive features
- To plan and design my own app.
- To gather the information and pictures that I wish to display
- To create an app, considering the way information is presented.

Evaluation: Does my app work and is it useful?

Outcome: To create an app to document a school journey

Online safety: Self Image and Identity, Online Relationships

## **PSHE – Becoming More Independent**

SMSC

- to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- what is meant by the term ‘habit’ and why habits can be hard to change
- about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- what is meant by enterprise and begin to develop enterprise skills
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

### Values

Emotional Intelligence – develop creative ways to manage stress (Mindfulness, anxiety, depression, mental health, sources of support)

### British Values

Democracy – the separation of power, the executives and the judiciary

Rule of law – Human rights

## **History – Invasion**

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
  - Viking raids and invasion
  - resistance by Alfred the Great and Athelstan, first king of England
  - further Viking invasions and Danegeld
  - Anglo-Saxon laws and justice
  - Edward the Confessor and his death in 1066
- helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms (‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’).
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- understand how our knowledge of the past is constructed from a range of sources.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

## **Geography - Extreme Earth**

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- have knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.
- knowledge of places defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
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PSHE LINKS

- Energy and climate change around the world.
- Under the Weather: Stories About Climate Change

## Music - Vivaldi four seasons - Compose music that represents an element of extreme earth

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Listen with attention to detail and recall sounds with increasing aural memory
- Develop an understanding of the history of music

## PE

<b>Netball</b> <ul style="list-style-type: none"><li>• To understand the different positions in a netball team, knowing that not all players can be in certain areas of the pitch.</li><li>• To be confident in making a tactical decision before receiving a pass.</li><li>• To use ABC (agility, balance, co-ordination) to move into good positions for catching, applying it in an attacking game situation and to master dodging and evasion strategies.</li><li>• To apply knowledge of the footwork rule of netball.</li><li>• To master shooting technique.</li><li>• To apply skills into competitive games.</li></ul>	<b>Rugby</b> <ul style="list-style-type: none"><li>• To show mastery of catching techniques developed through other sports.</li><li>• To learn to move and pass appropriately (passing in a backwards direction).</li><li>• To learn to dodge and evade contact.</li><li>• To pass the ball to team mates and move to receive the pass.</li><li>• To be adept when using tags to tackle.</li></ul> To learn how to pass or dummy pass when in a 2 on 1 situation.	<b>Dance</b> <ul style="list-style-type: none"><li>• To identify and practise the patterns and actions in a street dance style.</li><li>• To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li><li>• To create a dance that represents a street dance style.</li><li>• To create a dance as a group, using any street dance moves.</li><li>• To create a dance as a group, using any street dance moves.</li></ul> To perform and analyse own and others' performance.	<b>Football</b> <ul style="list-style-type: none"><li>• To be confident in making a tactical decision before receiving a pass.</li><li>• To master evading defenders through dribbling and passing.</li><li>• To be able to react to any given situation of the game.</li><li>• To develop communication as a team to mark opposition players.</li><li>• To master how to attack from a corner or free kick.</li><li>• To master how to defend from a corner or free kick understanding the concept of 'goal-side'.</li><li>• To play competitive games having clear knowledge of the rules of the game</li></ul>
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## French – The Weekend

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## RE

How did the world begin?  
The end of life's journey.

# Year 6 – Spring Term

## English

### Handwriting

Handwriting and presentation Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

**Key Outcomes:** Article from a particular point of view for different audiences

**Texts:**

Newspaper articles from alternative perspectives

**Cross-Curricular Links:** PE/Maths

**Timescale:**  
3 Weeks

### Reading – Word Reading

- To read words with –ant, -ance/-ancy endings and discuss changes to the spelling.
- To read words with –ent, -ence/ency endings and discuss changes to the spelling.

### Reading – Comprehension

- To identify language and structural features of journalistic writing.
- To compare and contrast journalistic writing created for different aged readers, focusing on formality of language.
- To evaluate different forms of media, using evidence from the text/video/audio.
- To analyse author’s inclusion of emotive quotes and vocabulary that signals perspective, considering the intended effect on the reader.
- To identify bias in newspaper articles, focusing on vocabulary used.
- To use role on the wall to explore viewpoint, focusing on emotive vocabulary.

### Spoken Language & Listening

- To orally present ideas to the class, using correct Standard English.
- To carry out a formal debate, focusing on conditionals and modals to speculate and referring to the counter argument.

### Writing – Transcription

- To spell words with –ant, -ance/-ancy endings and discuss changes to the spelling.
- To spell words with –ent, -ence/ency endings and discuss changes to the spelling.
- To spell words that do not fit in the regular patterns for words ending in –ant, -ance/ancy, -ent, -ence/-ency

### Writing – Composition

- To plan a newspaper article, considering content to show bias.
- To write the orientation paragraph of a newspaper report, focusing on the 5Ws and formal language
- To write the main body of a newspaper report, focusing on vocabulary to show bias and speculate.
- To write the reorientation paragraph that summarises events and offers the author’s opinion to explain current issues.
- To edit and improve newspaper articles, focusing on complex sentences and formal language.
- To write a formal letter in response to a newspaper article, focusing on agreeing and contrasting connectives.

### Grammar & Punctuation

- To use brackets to add additional information about the subject of a sentence.
- To investigate and use conditional conjunctions and modal verbs used for speculation.
- To identify features of formal language through the use of vocabulary and subjunctive verb forms.
- To use connectives to agree or contrast an opinion.

**Text Type:** Journalistic writing (recount)

**Success Criteria:**

- PEE when answering questions
- Past tense
- Chronological order
- Orientation paragraph (5Ws)
- quotes – including emotive language
- embedded clauses to provide additional information about the subject of a sentence
- bias
- statistics
- counter argument that refers to opposing point of view – contrasting connectives
- **modal verbs to express possibility could/would/should/might/ought.**
- **Conditional sentences using conjunctions– if, unless, providing, provided, as long as.**
- **Subjunctive verbs for formality**
- Reorientation paragraph

**Key Outcomes:** Fantasy story starting with a change in time

**Texts:**

Northern Lights – Philip Pullman  
The Hobbit, Lord of the Rings – J R R Tolkien  
Harry Potter – Jk Rowling

**Cross-Curricular Links:** Geography – maps of fantasy worlds

**Timescale:** 3 Weeks

### Reading – Word Reading

- To read words containing the letter-string ‘ough’.

**Text Type:** Narrative - Fantasy

**Success Criteria:**

- PEE when answering questions

<ul style="list-style-type: none"> <li>To read words with the –ce ending for nouns and the –se ending for verbs.</li> <li>To read homophones such as: <i>aisle, isle, aloud, allowed, alter, altar, ascent, assent</i> and learn the meaning of each spelling.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify the key features of fantasy stories</li> <li>To answer comprehension questions to analyse the effect of fantasy story features, using evidence from the text.</li> <li>To use textual evidence to identify features on a map.</li> <li>To identify the use of expanded noun phrases used for description.</li> <li>To identify the use of prepositional, adverbial and verb sentence openers.</li> <li>To identify auxiliary verbs in a sentence.</li> <li>To identify the use of varied sentence structures for effect.</li> <li>To evaluate the author’s use of language, considering the impact on the reader. <b>Spoken Language &amp; Listening</b></li> <li>To interview characters in role, speaking clearly in front of an audience.</li> <li>To use visualisation techniques to create the villain and companions of the main characters.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell words containing the letter-string ‘ough’.</li> <li>To spell words with the –ce ending for nouns and the –se ending for verbs.</li> <li>To spell homophones such as: <i>aisle, isle, aloud, allowed, alter, altar, ascent, assent</i> and learn the meaning of each spelling.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To use my understanding of fantasy story maps to create my own, including descriptive annotations.</li> <li>To create detailed profiles for their main character, focusing on language that creates empathy.</li> <li>To use a story map to accurately plan a fantasy story.</li> <li>To write change in time start, focusing on building tension through varied sentence length and punctuation.</li> <li>To write the build up to a story, focusing on expanded noun phrases to describe the setting.</li> <li>To write the climax to a story, focusing on sentence length and adverbial phrases to build up tension,</li> <li>To write a resolution to a story.</li> <li>To edit and improve a story, focusing on sentence structure.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To use verb sentence openers to vary sentence structures.</li> <li>To use adverbial sentence openers to vary sentence structures.</li> <li>To be able to use sensory language and expanded noun phrases to describe a setting.</li> <li>To be able to use prepositional sentence openers.</li> <li>To use a semi colon to add clarity to sentences</li> <li>To use emotive vocabulary to accurately describe a characters emotions.</li> <li>To vary sentence length for effect.</li> <li>To write complex sentences including embedded clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Past tense</li> <li>Flash forward beginning</li> <li>Expanded noun phrases and sensory language for description</li> <li>Good and evil characters</li> <li>Main character goes on a journey</li> <li>Main character has accomplices</li> <li>Sentence fragments and short sentences for tension</li> <li>Magical element</li> <li>Emotive language for empathy</li> <li>Adverbial phrases and powerful verbs for action scenes.</li> <li>Variety of openers, including verb, prepositional and adverbial.</li> <li>Semi-colons to add clarity</li> <li>Variety of sentence lengths.</li> </ul> <p>Embedded clauses</p>
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<p><b>Key Outcomes:</b></p> <p>Persuasive oral presentation on 3 Little Pigs (Socratic dialogue)</p> <p>Discussion text about the 3 Little Pigs (supported writing)</p> <p>Discussion text about Red Riding Hood and the wolf (independent writing)</p>	<p><b>Texts:</b></p> <p>Traditional tales – 3 little pigs, Jack and the Beanstalk, Little Red Riding Hood</p>	<p><b>Cross-Curricular Links:</b> PSHCE – morals, doing the right thing, Choices, treatment of others</p>	<p><b>Timescale:</b></p> <p>3 weeks</p>
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<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To read homophones such as: <i>aisle, isle, aloud, allowed, altar, alter, ascent, assent, descent, dissent</i> and learn the meaning for each spelling.</li> <li>To read and explore synonyms to build up a bank of formal vocabulary e.g. ask – request, inquire, query, probe</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To identify features of persuasive texts, focusing on how points are elaborated.</li> <li>To use evidence from the text and explain my point when answering questions on the content and language features of a persuasive text.</li> <li>To consider alternative viewpoints in an argument .</li> <li>To identify the key features of a discussion text and consider their effect on the reader.</li> <li>To compare and contrast the key features of persuasive and discussion texts.</li> <li>To identify how a conclusion are used to summarise arguments and provide a decision.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To use persuasive techniques when presenting an oral debate as part of Socratic dialogue.</li> <li>To participate in whole-class debate using the conventions and language of debate, including use of formal language.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To spell homophones such as: <i>aisle, isle, aloud, allowed, altar, alter, ascent, assent, descent, dissent</i>.</li> <li>To generate and spell synonyms to build up a bank of formal vocabulary e.g. ask – request, inquire, query, probe</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To consider characters’ testimony when planning a persuasive text.</li> <li>To write a persuasive text focusing on the use of evidence and elaboration to support my arguments.</li> <li>To write a conclusion, summarising main points and providing a decision.</li> <li>To plan paragraphs to organise a discussion text, focusing on elaboration of each point.</li> <li>To write the introduction and beginning of a discussion text, focusing on use of connectives for structure.</li> <li>To write the ending and conclusion of a discussion text.</li> <li>To edit and improve my writing, focusing on use of formal language and sentence structures.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To use conditional sentences to consider introduce alternative viewpoints.</li> <li>To identify modal verbs in a text and explain their purpose.</li> <li>To consider how the use of the passive voice impacts upon the reader.</li> <li>To use contrasting connective to show opposing viewpoints and structure paragraphs.</li> <li>To use the subjunctive form in formal oral debates.</li> </ul> <p>To use relative clauses to give more information about the subject of the sentence, using to demarcate the clause.</p>		<p><b>Text type - Persuasion &amp; Argument</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Conditional sentences</li> <li>Modal &amp; imperative verbs</li> <li>Causal connectives</li> <li>Logical connectives to link ideas and expand points</li> <li>Support each point with evidence and elaborate</li> <li>Emotive language</li> <li>Rhetorical questions</li> <li>Exaggeration</li> <li>Facts and statistics</li> <li>Assertion – ‘Surely you must agree...’</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>Formal language – including subjunctive form</li> <li><b>Passive voice</b></li> <li>Agreeing and disagreeing connectives</li> <li><b>Conditional sentences – modal verbs</b></li> <li>Evidence – facts and statistics</li> <li>Relative clauses beginning with who, which, where, when, whose, that</li> </ul> <p>Use of commas to separate relative clauses</p>	
<p><b>Key Outcomes:</b></p> <p>Non-Chronological Report A fictitious Ofsted report</p>	<p><b>Texts:</b></p> <p>B Non-chronological texts</p>	<p><b>Cross-Curricular Links:</b></p>	<p><b>Timescale:</b></p> <p>2 Weeks</p>
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To use a thesaurus to explore synonyms to generate specific/technical vocabulary e.g. small – minute, miniature, start - commence, initiate, activate</li> <li>To read homophones such as: <i>bridal, bridle, cereal, serial, compliment, complement, desert, dessert, draft, draught</i> and learn the meaning for each spelling.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To use inference and deduction skills to answer comprehension questions on a non-chronological report.</li> <li>To analyse the structural layout of non-chronological reports.</li> <li>To identify the use of logical connectives to structure a paragraph and make links between ideas.</li> <li>To identify the use of vocabulary in the conclusion that signifies the author’s opinion on the subject matter.</li> <li>To retrieve information from a variety of reading materials.</li> <li>To compare two Ofsted reports and the overall effect created by the language used.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To generate open questions to interview pupils and staff, using the correct formal register.</li> <li>To orally compare Ofsted reports using language of comparison.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To correctly spell new words generated through exploration of synonyms.</li> </ul>		<p><b>Text Type: Non-Chronological Report</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Lexical vocabulary e.g. Key Stage 1, outstanding judgements</li> <li>Passive voice</li> <li>Layout using subheadings</li> <li>Logical connectives</li> <li>Agreeing and disagreeing connectives to illustrate positive and negative features of the school</li> <li>Generalisations (Most people... Many devices...)</li> <li>Description using language of comparison or contrast e.g. <i>As stated in the report from Littlewoods Primary, this school excels also its use of ICT.</i></li> </ul>	

<ul style="list-style-type: none"> <li>To spell homophones such as: <i>bridal, bridle, cereal, serial, compliment, complement, desert, dessert, draft, draught</i> and learn the meaning for each spelling.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To organise notes under paragraph headings, to plan a non-chronological report on a new robot.</li> <li>To write the opening of a non-chronological report, focusing on varying sentence openings.</li> <li>To write a non-chronological report for a new gadget, focusing on use of subordinate clauses for additional information and logical connectives.</li> <li>To edit and improve a non-chronological report, focusing on use of brackets for additional information.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To know how hyphens are used to avoid ambiguity, e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</li> <li>To use the passive voice to create an impersonal style in writing.</li> <li>To create complex sentences including embedded clauses, using commas to mark clauses.</li> <li>To use logical connectives to make links within paragraphs and agreeing/disagreeing connectives to introduce positive or negative points</li> </ul>	<ul style="list-style-type: none"> <li>Concluding paragraph that summarises the main points from the report</li> <li>Quotes from a variety of people (pupils, staff, governors, parents) – illustrating positive or negative views</li> </ul>
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<b>Maths</b>	
<p>Number: Decimals</p> <ul style="list-style-type: none"> <li>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{8}{3}</math>]</li> <li>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</li> <li>multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>use written division methods in cases where the answer has up to two decimal places</li> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>	<p>Three decimal places  Multiply by 10, 100 and 1000  Divide by 10, 100 and 1000  Multiply decimals by integers  Divide decimals by integers  Division to solve problems  Decimals as a fraction  Fractions to decimals and vice versa</p>
<p>Number: Percentages</p> <ul style="list-style-type: none"> <li>Calculate percentages of amounts</li> </ul>	<p>Fractions to percentages and vice versa  Equivalent fractions, decimals and percentages  Order fractions, decimals and percentages in isolation and combination  Percentages of an amount  Finding missing values</p>
<p>Number: Algebra</p> <ul style="list-style-type: none"> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>express missing number problems algebraically</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>enumerate possibilities of combinations of two variables.</li> </ul>	<p>Find a rule – one step  Find a rule – two step  Forming expressions  Substitution  Formulae  Forming questions  Solve simple one-step equations  Solve two-step equations  Find pairs of values  Enumerate possibilities</p>
<p>Measurement: Converting units</p> <ul style="list-style-type: none"> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>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</li> <li>convert between miles and kilometres</li> </ul>	<p>Metric measures  Convert metric measures  Calculate with metric measures  Miles and kilometres  Imperial measures</p>
<p>Measurement: Perimeter, area and volume</p> <ul style="list-style-type: none"> <li>recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>recognise when it is possible to use formulae for area and volume of shapes</li> <li>calculate the area of parallelograms and triangles</li> </ul>	<p>Shapes – same area  Area and perimeter  Area of a triangle  Area of a parallelogram  Volume – counting cubes</p>

<ul style="list-style-type: none"> <li>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> </ul>	Volume of a cuboid
<p>Number: Ratio</p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> <li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>	Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Calculating proportion Ratio and proportion problems

	<b>Timescale:</b>	<b>Cross-Curricular Links:</b>
	2 weeks	
	<b>Text Type:</b> Non-Chronological Report	
	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Present tense</li> <li>Lexical vocabulary e.g. Key Stage 1, outstanding judgements</li> <li>Passive voice</li> <li>Layout using subheadings</li> <li>Logical connectives</li> <li>Agreeing and disagreeing connectives to illustrate positive and negative features of the school</li> <li>Generalisations (Most people... Many devices...)</li> <li>Description using language of comparison or contrast e.g. <i>As stated in the report from Littlewoods Primary, this school excels also its use of ICT.</i></li> <li>Concluding paragraph that summarises the main points from the report</li> <li>Quotes from a variety of people (pupils, staff, governors, parents) – illustrating positive or negative views</li> </ul>	

## Science - Light

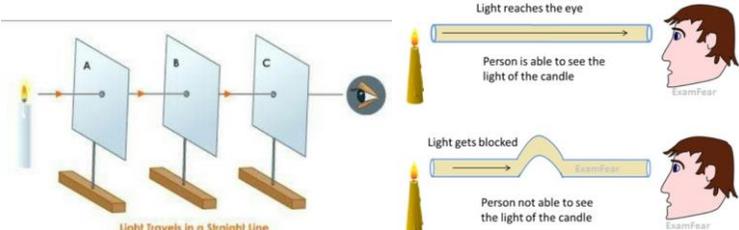
### Working Scientifically

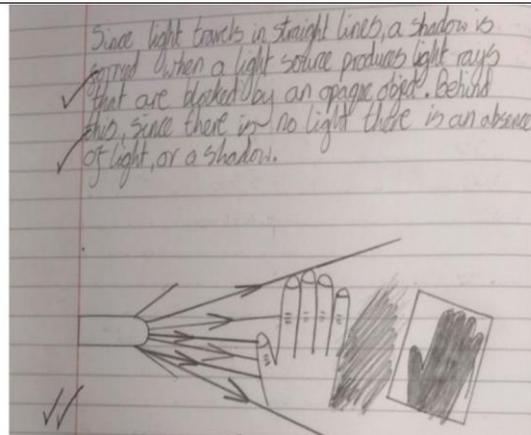
This topic lends itself to:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests

Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).

NC Statement	Aims	Activity Suggestions
Recognise that light appears to	Progression: Pupils should build on the work on light in year 3, exploring the way that light	Recap what the children already know about light. Teacher to fill any gaps in knowledge that should have been learnt in Year 3.

<p>travel in straight lines</p>	<p>behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p>	<p>Explore the fact that light travels in straight lines by setting up practical experiments. Repeat with different materials – cardboard, clay.</p> 
<p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	<p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> <p>They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>Light Maze – give children flip chart paper, a torch on one end of the table and an upright piece of card with a human eye ‘target’ on it at the other end of the table but facing away from the torch. Without moving the torch or the target, groups should work together to decide how they could shine the light from the torch into the eye.</p> <p>Could add additional materials – mirrors. Record the path taken by the beam of light travelling from the torch to the target by drawing on the flipchart paper.</p>
<p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>		<p>Investigate how to change the size of shadows, building on their learning from year 3.</p> <p>Make shadows of different shaped objects and explain the shapes of the shadows.</p>



Since light travels in straight lines, a shadow is formed when a light source produces light rays that are blocked by an opaque object. Behind this, since there is no light there is an absence of light, or a shadow.

Challenge children to choose an object then try to alter the shape of its shadow without physically altering the object itself.

### Computing – Edublocks in block mode moving to text mode

Awareness: That we move from using blocks of code to text based code

Skills:

- To compare scratch blocks with python
- To understand how iteration works
- Use logic in Python
- To use variables with Turtle Module
- To use functions with Turtle Module

Evaluation: To have a fully functional program built using python that applies all units learning

Outcome: To create a Turtle program

**Online Safety:** Online reputation

### Computing – Edublocks in text mode only

Awareness: To know how computers can help us make choices

Skills:

- Use the print function to display results
- Use the input function
- Use RANDINT module to introduce random choices for the computer
- Create variables for the player and the computer
- Use if/else condition statements to allow the programme to display a result based on the options provided

Evaluation: Can I use a model to create my own version of the game?

Outcome: To build a random choice game

**Online Safety:** Online bullying

### PSHE – Feelings and Choices

Physical and mental wellbeing

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. (Eating disorders, anxiety, depression)
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- the facts and science relating to immunisation and vaccination
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

**Values**

Innovation – dragons den pitch for summer fair

Determination – set own goals for transition

**British Values**

Individual liberty – freedom of speech, thought and action

**Geography – Geography skills & Orienteering – Mapping Out the Road Ahead**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Link to the Royal Geographical Society - <https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-six/>

Navigation

Journey Planning

ECO Links

Model council – children to learn about the role of the local council and look into the impact of choice of what they choose to spend money on, eg; money on health care vs money spent on green tech vs education etc what does it look like? Cycle lanes traffic calming?

**Art - Architecture through time**

Different examples of architecture – Gothic, Egyptian, roman, Persian, Islamic, African, Indian, Asia, Medieval, Art Deco – look at and be aware of features.

Children should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

London and the Skyline - How has it changed through the years? Individual buildings – St Paul’s, Gherkin. Canary Warf,

**PE**

<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• To show precision in accuracy in the execution of manoeuvres.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To be proficient in the following skills: flexibility, strength, balance, power and mental focus.</li> </ul>	<p>Basketball</p> <ul style="list-style-type: none"> <li>• To be confident in making a tactical decision before receiving a pass.</li> <li>• To master shooting techniques and be accurate the majority of the time.</li> <li>• To master marking and evasion techniques used in other sports.</li> <li>• To develop awareness of opposition players so as to intercept passes.</li> </ul>	<p>Outdoor and Adventurous Activities See CAAPS scheme of work for Year 6</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> </ul>
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<ul style="list-style-type: none"> <li>● Increase the variety of pathways, levels and speeds at which you travel</li> <li>● Perform group balances at the beginning, middle or end of a sequence showing a multitude of way to move out of these balances with fluency and control</li> <li>● Select appropriate balances that reflect relationships within the sequence to tell a story. Ensure the movements in and out of these balances allow for succinct and precise actions.</li> <li>● effect on previous sequences/ routines and adapt for future performances.</li> </ul>	<ul style="list-style-type: none"> <li>● To transition from defence to attack by finding players in a space.</li> <li>● To learn to win the ball back regularly when defending.</li> <li>● To play competitively in against oppositions</li> </ul>		<ul style="list-style-type: none"> <li>● To perform these sequences and routines with a high degree of finesse</li> <li>● Reflect on previous sequences/ routines and adapt for future performances.</li> </ul>
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<b>RE</b>
Buddhism 3 – Following the Buddha’s Teachings Buddhism 4 – The Buddhist Community

# Year 6 – Summer Term

## English

### Handwriting

Handwriting and presentation Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

### Key Outcomes:

Spooky story – focusing on creating tension through paragraphing and sentence structure (supported writing)

Writing an extract continuing on from the opening of The Woman in Black (independent writing)

### Texts:

Black Aggie  
Robert Swindles texts  
Woman in Black

### Cross-Curricular Links: PE/Maths

### Timescale:

3 Weeks

### Reading – Word Reading

- To explore the meanings of words by investigating antonyms.
- To read words from the Year 5/6 word list and investigate meanings.

### Reading – Comprehension

- To use visualisation techniques to understand the importance of description in spooky stories.
- To identify the use of sentence structure and dramatic techniques used in spooky stories and to discuss their impact on the reader.
- To use evidence from the text to answer questions on the author’s use of language to create atmosphere.

### Spoken Language & Listening

- To generate descriptive sentences to orally rehearse setting descriptions, using tone of voice for dramatic effect.
- To orally rehearse an opening paragraph to a spooky story using language and sentence structure to create tension.

### Writing – Transcription

- To learn to spell antonyms.
- To read words from the Year 5/6 word list and investigate meanings.
- To spell words containing the letter string –ough, e.g. bought, tough, borough.

### Writing – Composition

- To generate descriptive vocabulary for the main character of the spooky story.
- To plan a spooky story, building up suspense by leaving clues for the reader.
- To write the opening to a spooky story, using powerful language and varied sentence lengths to create tension.
- To write the main events of a spooky story, using 3 verb sentences and ellipses.
- To use suspense to build a cliff hanger ending.
- To edit and up-level the story ending, focusing on use of sentence structure for dramatic effect.
- To continue a spooky story opening, using varied sentence structures to build tension.

### Grammar & Punctuation

- To use expanded noun phrases and prepositional openers to extend description.
- To use commas in lists, for pauses and to separate clauses.
- To use short sentences for dramatic effect.
- To change compound sentences into complex sentences. (GFW pg105)
- Change the position of a subordinate clause to create a different effect.
- To use sentence fragments/one words sentences to build tension.
- To use three verb sentences.
- To use one sentence paragraphs and write paragraph openers that create links to previous points.

### Text Type: Spooky Narrative

#### Success Criteria:

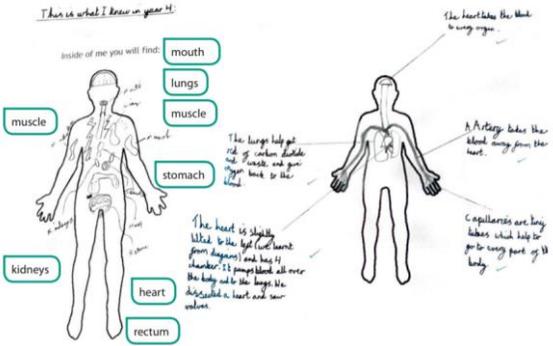
- Varied sentence lengths – long sentences followed by short sentences
- 3 verb sentences
- One sentence paragraphs
- Links between paragraphs in the opening sentence
- Rhetorical questions
- Show don’t tell - hint at emotions through description e.g. *her lip trembled*
- Opening that ‘hooks’ the reader
- Empty sentences (It was then he knew)
- Sensory language
- Emotive language
- Powerful adjectives and expanded noun phrases for description
- Similes
- Metaphors
- Ellipsis
- Commas for short pauses
- Build up of suspense throughout
- Clues for the reader
- Cliff hanger ending
- Character history – why are they in that situation?
- Story telling voice to emphasise dramatic to emphasise dramatic events/tension

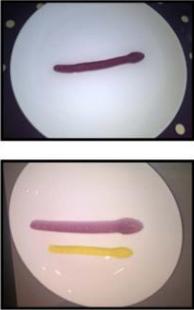
<p><b>Key Outcomes:</b> Reciting classic poetry</p> <p>Writing a free verse narrative poem</p> <p>Personification poem</p>	<p><b>Texts:</b> <b>Classic poetry</b> - 'London' by William Blake, 'Daffodils' by William Wordsworth <b>Narrative poetry</b> - 'The Listeners' by Walter De La Mare, 'The Raven' by Edgar Allan Poe <b>Personification poetry</b> – 'City Jungle' by Pie Corbett, 'Daffadowndilly' by A. A. Milne, 'Snow and Snow' by Ted Hughes</p>	<p><b>Cross-Curricular Links:</b> History – Classical Poetry PHSCE</p>	<p><b>Timescale:</b> 2 Weeks</p>
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To use a dictionary to explore the meaning any traditional/archaic language that appears in classic poetry.</li> <li>To read words where a noun has been converted into a verb by adding the suffixes –ate, -ise, -ify (e.g. <i>punctuation – punctuate, advertisement – advertise, magnet – magnify</i>).</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To make inferences on characters and events based on the evidence in the poem.</li> <li>To identify how a poem relates to the historical context of where or when it was written and how this develops the meaning of the poem.</li> <li>To learn extracts of classical poetry by heart.</li> <li>To explore the use of symbolism and metaphors in narrative poetry and identify the image the author is trying to create.</li> <li>To identify language features that develop imagery in a poem.</li> <li>To identify the use of personification in poetry and the effect of the author's language choices.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To recite classic poetry by speaking audibly and fluently, maintaining the interest of the audience.</li> <li>To listen to and evaluate recitations recorded</li> <li>To participate in role play to generate ideas for a setting.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To correctly spell new vocabulary/archaic vocabulary found in classic poetry.</li> <li>To spell words where a noun has been converted into a verb by adding the suffixes –ate, -ise, -ify.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To generate vocabulary and expanded noun phrases to describe settings and characters in a narrative poem.</li> <li>To plan events for a narrative poem, including subtle clues about a mysterious character/event.</li> <li>To write a narrative poem, focusing on language that creates imagery.</li> <li>To generate personification phrases to create imagery for an inanimate object/place.</li> <li>To create imagery through use of personification.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To use commas to clarify meaning in writing.</li> <li>To create expanded noun phrases using powerful adjectives.</li> </ul>		<p><b>Text Type: Poetry</b> <b>Success Criteria:</b> <b>Narrative poetry</b></p> <ul style="list-style-type: none"> <li>Similes</li> <li>Metaphors</li> <li>Onomatopoeia</li> <li>Sensory language</li> <li>Expanded noun phrases using powerful adjectives</li> <li>Mysterious character or event, with subtle clues for the reader</li> <li>Symbolism through colour or objects associated with e.g. red rose for romance, black for evil or death, dove for peace</li> </ul> <p><b>Personification poetry</b></p> <ul style="list-style-type: none"> <li>Personification</li> <li>Alliteration</li> <li>Similes</li> <li>Metaphors</li> <li>Sensory language Expanded noun phrases using powerful adjectives</li> </ul>	
<p><b>Key Outcomes:</b> Writing a CV</p> <p>Letter of application</p>	<p><b>Texts:</b> Examples of application letters and CVs</p>	<p><b>Cross-Curricular Links:</b> PSHCE – morals, doing the right thing, Choices, treatment of others</p>	<p><b>Timescale:</b> 3 weeks</p>

<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>To use a thesaurus to generate synonyms and build up formal vocabulary. (e.g. ask for-request)</li> <li>To add the prefixes dis-, de-, mis-, over- and re- to verbs and investigate how the meaning of the root word changes.</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>To compare formal and informal texts to identify how the structural and language features match the intended audience.</li> <li>To identify the structural layout of a CV and the use of language to influence the reader.)</li> <li>To explain the choice of factual information presented in a CV.</li> <li>To identify author’s use of language and the intended effect on the reader.</li> <li>To identify cohesive devices to structure an application letter and the content of each paragraph.</li> <li>To skim and scan a text to draw out key information from a job description.</li> </ul> <p><b>Spoken Language &amp; Listening</b></p> <ul style="list-style-type: none"> <li>To participate in a formal interview, using the appropriate formal register.</li> </ul> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>To correctly spell new formal vocabulary.</li> <li>To correctly spell verbs with the added prefixes dis-, de-, mis-, over- and re-.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>To select factual information to include in a CV.</li> <li>To ensure the layout of factual information engages the reader. (CV)</li> <li>To organise notes by grouping similar information. (application letter)</li> <li>To write the opening to an application letter using formal language.</li> <li>To use subtle persuasive techniques.</li> <li>To edit and improve writing focusing on complex punctuation.</li> <li>To publish writing using ICT.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>To identify and use the subjunctive forms of verbs.</li> <li>To use conditional sentences, including modal verbs, for subtle persuasion.</li> <li>To use semi-colons to mark a break between clauses.</li> </ul> <p>To use commas to mark embedded clauses.</p>	<p><b>Text type - Formal and impersonal</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Formal language</li> <li>1<sup>st</sup> person</li> <li>Subjunctive form of verbs (e.g If I <b>were</b> selected for this position,...)</li> <li>Lexical vocabulary</li> <li>Subtle persuasion</li> <li>Modal verbs (I <b>would</b> like the opportunity to be considered for...)</li> <li>Subtle assertions (I believe that I am...)</li> <li>Conditionals (If I were working for your reputable company,...)</li> <li>Positive vocabulary (renowned, successful, reputable, highly regarded)</li> <li>Illustrative connectives (for example, such as)</li> <li>Additional connectives (furthermore, additionally)</li> <li>Semi-colons</li> </ul> <p>Embedded clauses</p>
<p><b>Maths</b></p>	
<p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> <li>draw 2-D shapes using given dimensions and angles</li> <li>recognise, describe and build simple 3-D shapes, including making nets</li> <li>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul>	<p>Measuring angles with a protractor  Introduce angles  Calculate angles  Vertically opposite angles  Angles in a triangle  Angles in special quadrilaterals  Areas in regular polygons  Drawing shapes accurately with rules and protractors  Drawing nets of 3-D shapes</p>
<p>Statistics</p> <ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>calculate and interpret the mean as an average.</li> </ul>	<p>Read and interpret line graphs  Drawing line graphs  Using line graphs to solve problems  Circles  Read and interpret pie charts  Pie charts with percentages  Draw pie charts  The mean</p>
<p><b>Science - Animals Including Humans</b></p>	
<p><b>Working Scientifically</b></p> <p>This topic lends itself to:</p>	

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

NC Statement	Aims	Activity Suggestions
<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p>	<p>Recall facts from their previous studies of the human body. Draw and label these on the outline of the human body.</p> <p>Teacher to demonstrate a heart dissection, and go on to ask pupils to carry out some research about the circulatory system, using books available in the classroom. Focus on the heart, blood vessels and lungs. Present this information in a similar diagram, so that they could compare the 2 versions.</p>  <p>Use a balloon pump to partially inflate a balloon and explain how the pump works by taking in air, stopping it flowing back out and pushing it forwards into the balloon. Ask children to clench their fist, place it in the middle of their chest and say that the human circulatory system has a pump called the heart which is roughly the same size as your fist.</p> <p>Learn about how the heart produces a vibration called a pulse in the blood vessels, called arteries.</p> <p>Children could learn how to take their pulse – use a stopwatch to record if their pulse changes when they are lying flat / standing upright. Pulse is measured in beats per minute.</p> <p>Role play – children take the parts of the heart, lungs, blood cells and body parts – explain the different processes. Devise a bus timetable and write and perform a creative commentary around the circulatory system as the tour guide of this unusual excursion.</p>
<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about</p>	<p>Give children the responsibility of running a healthy tuck shop in the playground.</p> <p>Keep a journal / diary over a number of weeks to record, interpret and evaluate lifestyle choices. Use data to calculate:</p> <p>Number of hours spent playing on computer games</p> <ul style="list-style-type: none"> <li>• Average number of hours spent watching TV</li> <li>• Average hours spent doing sport/physical hobbies</li> </ul>

	<p>the relationship between diet, exercise, drugs, lifestyle and health.</p>	<ul style="list-style-type: none"> <li>• Average number of hours spent sleeping</li> <li>• Average number of steps taken a day</li> </ul> <p>Investigate the effects of exercise on pulse rate – set up experiment and record results.</p> <p>Research the impacts of smoking on health - <a href="https://www.bbc.com/bitesize/clips/zrgvr82">https://www.bbc.com/bitesize/clips/zrgvr82</a></p>
<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>		<p>Explore how nutrients and water are transported throughout your body in your blood and the processes used to pass in and out of your blood through capillary walls. Create your own abstract art to celebrate these processes.</p> <p style="text-align: center;"><b>Jelly snake investigation</b></p> <ol style="list-style-type: none"> <li>1. Measure your jelly snake</li> <li>2. Place one snake on a plate with 100ml water and leave overnight</li> <li>3. Re-measure your snake and compare with the original length</li> </ol> <div style="text-align: center;">  </div>

**Computing – Garageband**

Software- Podcast Software – Garageband

Awareness: That the Internet can be used to publish radioshowes

Skills:

- To understand the elements of a podcast, e.g. guests, jingles, features, quizzes etc (<http://podcast.lgfl.org.uk/>)
- To plan and write a podcast script
- To practise and record audio
- To practise and record adverts and segways
- To create and insert jungles and interlude music
- To edit unwanted audio and gaps in Garageband, export podcast and upload to [podcast.lgfl.org.uk](http://podcast.lgfl.org.uk)

Evaluation: Is my podcast show engaging and informative for the audience?

Outcome: To create a podcast about the Year 6 experience to inform Year 5 children about what to expect (SATs, Secondary School – application and transition, Being Role Models)

Online Safety: Privacy and Security

Software – Keynote/Book Creator

Awareness: That multiple digital skills can be combined to create a single project

Skills:

- To plan different pages and how they will join together to create a template

- To edit images in Photo Booth for use in the multi-media presentation
- To explore image editing tools in Keynote
- To record and edit videos using iMovie in preparation for embedding
- To add appropriate animations and transitions
- To create hyperlinks between slides and test that all links work appropriately

Evaluating: Is my document easy to navigate; does it include appropriate image and text; do my links work correctly and is my layout clear?

Outcome: Create a multimedia memories book of their time at primary

Online Safety: Copyright and Ownership

## Computing –

## PSHCE – Knowing what to do

### Drugs

- Help, Advice & Support
- Alcohol And Smoking (Laws, health, addiction)
- Peer Pressure (Gangs, Grooming)

### Relationship Education

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults
- How to ask for advice or help for themselves or others, and to keep trying until they are heard,
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

### Physical and Mental Wellbeing

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle. (see SRE plan)
- Keeping our bodies safe (FMG)
- Creation of life

### Values

Collaboration – Create product for the summer fair

Integrity – Debate, is it ever okay to be dishonest

### British Values

Mutual respect – challenging prejudice (Prevent, Gender, Ethnicity)

## History – Ancient Egypt

- Pupils should continue to develop establishing clear narratives within and across the periods they study. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- inspire pupils’ curiosity to know more about the past
- equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

- understand how our knowledge of the past is constructed from a range of sources.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

### Music – No business like show business

Production rehearsal and performance

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- **Improvise and compose music for a range of purposes using the inter-related dimensions of music.**

### PE

<p>Hockey</p> <ul style="list-style-type: none"> <li>• To be confident in making a tactical decision before receiving a pass.</li> <li>• To be competent in using one side of the hockey stick to pass, shoot and control the ball.</li> <li>• To shoot with increasing accuracy.</li> <li>• To be competent in keeping possession by passing to other team mates not necessarily in attacking positions.</li> <li>• To pass in attacking ways so as to create a shooting opportunity for their teammates.</li> <li>• To develop safe tackling techniques that do not swing a stick widely.</li> <li>• To play competitively in against oppositions</li> </ul>	<p>Cricket</p> <ul style="list-style-type: none"> <li>• To be able to play variant games of cricket (such as diamond cricket).</li> <li>• To be able to communicate with your batting partner when to run between the wickets.</li> <li>• To identify mistakes made by the fielders to achieve more runs</li> <li>• To know that you can run even if you do not hit the ball and the fielders do not field properly.</li> </ul> <p>To play competitive games in and outside of school</p>	<p>Tennis</p> <ul style="list-style-type: none"> <li>• To master returning the ball with suitable power, accuracy and control over a net in manner to prevent your opponent returning it.</li> <li>• To react to a shot and move to return it.</li> <li>• To master new shots such as backspin and backhand shots.</li> <li>• To serve with accuracy an over hand action.</li> <li>• To learn the new shot of topspin.</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>• Sustain pace over longer distance – over 4 minutes</li> <li>• Perform relay change-overs from behind.</li> <li>• To develop running at speed over obstacles using agility and co-ordination for competition.</li> <li>• To demonstrate competitive behaviour within running, throwing and jumping events.</li> <li>• To combine skills through a competitive obstacle course.</li> </ul>
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### DT – Food technology – A series of balanced healthy lunches that could be taken to school

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils will design and create a range of nutritious lunches that would be suitable for school

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

### French - Language Angels - Healthy lifestyles

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

### RE

Worship  
Faith in the Royal Borough of Greenwich