

Year 6: Autumn Term (First Half)

English • Using VIPERS reading skills in whole class reading. • Joining words, clauses using subordinating, and coordinating conjunctions. • Adding additional information using parenthesis. • Using compound and complex sentences. • Varying sentence length to create pace and tension. • Using a variety of sentence structures to enhance writing. • To revise and learn new spelling patterns relevant to Year 5/6. • To maintain a legible, fluent handwriting style.	PSHE / Jigsaw <u>"Being Me in My World"</u> • Help others to feel welcome. • Think about everyone's right to learn. • Care about other people's feelings. • Work well with others.	Art <u>Drawing and sketchbooks:</u> • To Select appropriate media and techniques to achieve a specific outcome • To develop own style • To draw for a sustained period of time over a number of sessions • To use tone in drawings to achieve depth • To develop drawing with perspective and focal points • To adapt drawings according to evaluations and discuss further developments • To understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • To see how other artists work with typography and have been able to share my thoughts on their work.
Maths • Place value • Written methods of calculation • Fractions	RE What is the Kingdom of God? • To know that Jesus told many parables about the Kingdom of God and to describe at least one in detail (e.g. the feast, the tenants in the vineyard, the unforgiving servant) • To know that many Christians believe that Jesus' teaching suggests that there will be a future kingdom where God's reign will be complete • To know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness here on Earth • To know the Lord's Prayer and to explain how this describes the Kingdom of God • To use knowledge built through this and previous units as well as collective worship to answer the question: "What kind of a king is Jesus?"	French LISTENING/SPEAKING: • I can ask someone how they are: <i>Comment ça va ?</i> and tell someone how I am: <i>Ça va bien, merci.</i> • I can use the question tag <i>Et toi ?</i> to ask a question based on a statement, e.g. <i>J'ai 10 ans, et toi?</i> • I can say when my birthday is, and ask someone when their birthday is. • I can ask and respond to questions about a variety of items typically found in the classroom. READING/WRITING: • I can identify certain words and names when my teacher spells them using the French alphabet, and spell some simple words and my name in French. • I know that in French, unlike English, the months are common nouns; they do not

	Design Technology	begin with a capital letter, unless they are the first word in the sentence. I can use the cedilla correctly under the letter 'c', knowing that it is used before the vowel letters 'a', 'o' and 'u' if the 'c' needs to remain soft.
Science - To 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. - To give reasons for classifying plants and animals based on specific characteristics.	Geography - To use a scale bar on all maps. - To use models and maps to talk about contours and slope. - To locate the 'ring of fire'. - To describe and understand key aspects of volcanoes and earthquakes, including plate tectonic. - To use maps, atlases and globes to locate countries and features studied. - To understand how places and people are impacted by physical geography. - To understand how places studied have changed over time due to human impact.	Music (Kapow – Four-chord pop: Playing in a band) - To play a four-chord progression on an instrument - To work together in a band, taking on different roles - To keep a steady beat and play in time with others - To listen to band members and adjust playing to stay together - To use musical words like verse, chorus, bridge, intro and outro - To make up simple patterns over a four-chord progression - To create a pop song with verse and chorus sections - To perform their band piece to an audience - To talk about their own and others' performances using musical vocabulary - To understand how different instruments create the band's sound - To use dynamics and tempo to add expression - To listen back to recordings and identify what went well and what could improve
Computing (Computer systems & networks) - To explain the importance of internet addresses - To explain how data is transferred across the internet - To explain how sharing information online can help people work together	History	PE <u>Hockey</u> - To develop dribbling to be a defender - To choose when to pass and when to dribble - To develop receiving the ball with control - To move into space to support a team mate - To develop tackling to gain possession of the ball

• To evaluate different ways of working together online • To recognise how we communicate using technology • To evaluate different methods of online communication		• To apply rules, skills and principles in a hockey tournament <u>Gymnastics</u> • To be able to develop the straddle, forward and backward roll • To develop counter balance and counter tension • To be able to perform inverted movements with control • To be able to perform with progressions of a headstand and a cartwheel • To be able to use flight from hands to travel over apparatus • To be able to create a group sequence using formations and apparatus
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Year 6: Autumn Term (Second Half)

English • Using VIPERS reading skills in whole class reading. • Using a variety of sentence structures to enhance writing. • To use organisational devices in information text • To revise and learn new spelling patterns relevant to Year 5/6. • To maintain a legible, fluent handwriting style.	PSHE / Jigsaw <u>“Celebrating Difference”</u> • Accept that everyone is different • Include others when working and playing • Know how to help if someone is being bullied • Try to solve problems • Try to use kind words • Know how to give and receive compliments Anti-bullying week	Art
Maths • Fractions • Decimals • Percentages • Algebra	RE Can following God bring freedom and justice? • To know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus' death and resurrection that rescued people from the slavery of sin • To recall the outline story of Moses and the exodus and to show how these relate to the concepts of freedom, justice and salvation • To know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way God wanted them to live as part of the covenant • To know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings • To use knowledge built through this and previous units as well as collective worship to answer the question: 'How can following God bring freedom and justice?' and to explain that the story of the exodus has inspired Christians to work for justice and freedom and give at least one detailed example of a charity that does this today • • To be aware that non-Christians also fight for justice and freedom	Design Technology • To name and thread a needle. • To name the thread (not wool) • To know that I am sewing (not knitting) • To make and use a paper template. • To learn at least two new stitches. • To explain how I used aspects ACCESS FM as part of my design brief. (Aesthetics, customer & size) • To tie a knot to finish off my stitching. • To judge my stocking against my design brief.

	Geography	
Science - To Identify & name the main parts of the human circulatory system, & describe the functions of the heart, blood vessels & blood - To recognise the impact of diet, exercise, drugs & lifestyle on the way their bodies function - To describe the ways in which nutrients & water are transported within animals, including humans.	French LISTENING/SPEAKING: - I can ask someone how they are: <i>Comment ça va ?</i> and tell someone how I am: <i>Ça va bien, merci.</i> - I can use the question tag <i>Et toi ?</i> to ask a question based on a statement, e.g. <i>J'ai 10 ans, et toi?</i> - I can say when my birthday is, and ask someone when their birthday is. - I can ask and respond to questions about a variety of items typically found in the classroom. READING/WRITING: - I can identify certain words and names when my teacher spells them using the French alphabet, and spell some simple words and my name in French. - I know that in French, unlike English, the months are common nouns; they do not begin with a capital letter, unless they are the first word in the sentence. - I can use the cedilla correctly under the letter 'c', knowing that it is used before the vowel letters 'a', 'o' and 'u' if the 'c' needs to remain soft.	Music (Kapow – Dynamics, pitch and texture) - To listen to and discuss songs with different messages and themes - To identify the meaning and message in song lyrics - To explore how lyrics and music work together to convey a message - To use musical vocabulary to describe how songs make them feel - To write lyrics about a topic or issue that matters to them - To structure lyrics using verse and chorus - To perform their song with expression and clarity - To explain the message behind their own song - To evaluate how effectively different songs communicate their messages - To understand how artists use music to raise awareness or share opinions - To compose a melody that fits their lyrics - To reflect on how their performance choices support the song's message
Computing (Programming A – variables in games) - To define a 'variable' as something that is changeable - To explain why a variable is used in a program - To choose how to improve a game by using variables - To design a project that builds on a given example	History <u>When was the early Islamic civilization founded and how large did it become?</u> <u>Why was Bagdad a significant settlement?</u> - To sequence the significant events, societies and people during the Islamic civilization - To understand how our knowledge of the past is constructed from a range of sources.	PE <u>Athletics</u> - To develop my own and others sprinting technique - To identify a suitable pace for the event - To develop power, control and technique for the triple jump - To develop power, control and technique when throwing for distance - To develop throwing with force and accuracy for longer distances

• To use my design to create a project • To evaluate my project	• To understand that different versions of the past may exist, giving some reasons for this. • To identify and give reasons for the results of historical events • To identify historically significant people and events that led to Bagdad becoming a significant settlement.	• To work collaboratively in a team to develop the officiating skills of measuring, timing and recording <u>Handball</u> • To develop a variety of passes and know when to use each to maintain possession • To select appropriate skills to create space, move towards goal and away from defenders • To use defending skills to prevent and opponent from scoring • To select and apply the appropriate skills to score goals • To use defensive skills to gain possession • To maintain possession under pressure
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