

Year 6: Autumn Term (First Half)

<p style="text-align: center;">English</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">PSHE / Jigsaw</p> <p style="text-align: center;"><u>“Being Me in My World”</u></p> <ul style="list-style-type: none"> • Help others to feel welcome. • Think about everyone’s right to learn. • Care about other people’s feelings. • Work well with others. 	<p style="text-align: center;">Art</p> <p><u>Drawing and sketchbooks:</u></p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Place value • Written methods of calculation • Fractions 	<p style="text-align: center;">RE</p> <ul style="list-style-type: none"> • What is the Kingdom of God? <p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">French</p> <p>LISTENING/SPEAKING:</p> <ul style="list-style-type: none"> • 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.

		<p>READING/WRITING:</p> <ul style="list-style-type: none"> • 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.
<p>Science</p> <ul style="list-style-type: none"> • 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. 	<p>Geography</p> <ul style="list-style-type: none"> • 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. 	<p>Music (Kapow – Advanced Rhythms)</p> <ul style="list-style-type: none"> • To repeat rhythms accurately. • To successfully participate in rhythm games. • To feel the pulse while participating in activities, e.g. singing or chanting. • To notate rhythms accurately. • To clap the rhythm at the same time as chanting the words. • To choose rhythmic elements that add up to 8 counts. • To perform compositions demonstrating a good sense of pulse. • To perform their compositions securely with their partners.
<p>Computing (Computer systems & networks)</p> <ul style="list-style-type: none"> • 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 • To evaluate different ways of working together online 	<p>History</p>	<p>PE</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> • 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 apply rules, skills and principles in a hockey tournament

<ul style="list-style-type: none">• To recognise how we communicate using technology• To evaluate different methods of online communication		<p><u>Gymnastics</u></p> <ul style="list-style-type: none">• 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)

<p style="text-align: center;">English</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">PSHE / Jigsaw</p> <p style="text-align: center;"><u>“Celebrating Difference”</u></p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Anti-bullying week</p>	<p style="text-align: center;">Art</p>
<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Fractions • Decimals • Percentages • Algebra 	<p style="text-align: center;">RE</p> <ul style="list-style-type: none"> • Can following God bring freedom and justice? 	<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">Geography</p>	
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">French</p> <p>LISTENING/SPEAKING:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Music (Kapow – Dynamics, pitch and texture)</p> <ul style="list-style-type: none"> • To engage in discussion about the sounds of an orchestral piece. • To have a selection of varied vocabulary in response to what they hear. • To change dynamics and pitch, differentiating between the two. • To take the role of conductor or follow a conductor. • To change texture within their group improvisation and talk about its effect.

	<ul style="list-style-type: none"> I can ask and respond to questions about a variety of items typically found in the classroom. <p>READING/WRITING:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To create a graphic score to represent sounds. To follow the conductor to show changes in pitch, dynamics and texture.
<p>Computing (Programming A – variables in games)</p> <ul style="list-style-type: none"> 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 To use my design to create a project To evaluate my project 	<p>History</p> <p><u>When was the early Islamic civilization founded and how large did it become?</u></p> <p><u>Why was Bagdad a significant settlement?</u></p> <ul style="list-style-type: none"> 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. 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. 	<p>PE</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> 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 work collaboratively in a team to develop the officiating skills of measuring, timing and recording <p><u>Handball</u></p> <ul style="list-style-type: none"> 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

		<ul style="list-style-type: none">• To use defensive skills to gain possession• To maintain possession under pressure
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