

Year 6: Spring Term (First Half)

English

- Using VIPERS reading skills in whole class reading.
- Using figurative language.
- Using colons and semi-colons.
- Antonyms and synonyms – contrasting vocabulary.
- Use of parenthesis.
- Fronted Adverbials.
- Contractions.
- Varying sentence length to create pace and tension.
- Character and setting description.
- Characterisation.
- Use of ambitious vocabulary to impact the reader.
- Editing using CUPS
- To revise and learn new spelling patterns relevant to Year 5/6.
- To maintain a legible, fluent handwriting style.

PSHE / Jigsaw

“Dreams and Goals”

- Staying motivated when doing something challenging.
- Keep trying even when something is difficult.
- Work well with a partner or in a group.
- Have a positive attitude
- Help others to achieve their goals
- Work hard to achieve their dreams and goals.

Art

Painting:

- To know how an understanding of shape and space can support creating effective composition.
- To know that a ‘monochromatic’ artwork uses tints and shades of just one colour.
- To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration
- To know that chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.
- To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture
- To identify artists and craftsmen who’s work I admire and who inspire me.
- To explore the relationships and balance of line, tone, colour, pattern and shape and be able to articulate their effects.
- To select and justify paper, paint and technic to complete a piece of work.
- To select colour to express feelings
- To discuss harmonious and contrasting colours
- To work in a sustained and independent way, developing own style
- To purposefully control the types of marks, brushstrokes used to create desired effect
- To combine different techniques such as print (screen), collage and drawing.
- To add embellishments to my work to create texture and shape.
- To carefully consider and justify the use of certain colours, textures and shapes which reflect my character and personality.

<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Shape • Measure and converting measurements • Ratio and scale factors 	<p style="text-align: center;">RE</p> <ul style="list-style-type: none"> • Can religions help to build a fairer world? 	<p style="text-align: center;">French</p> <ul style="list-style-type: none"> • LISTENING: I can recognise, understand and use vocabulary relating to the school day, transport, family members and the jobs they do. • SPEAKING: I am able to revise and expand Y4 knowledge of animal names to talk about pets. • READING: I know that the circumflex is placed over any vowel to show that an historical letter has disappeared from the word e.g. the 's' in August (aout). I know that the ligature 'oe' (o and e stuck together) is used in the spelling of words such as coeur, soeur, oeuf. I can read words containing these graphemes accurately. • WRITING: I understand that a conjugated verb has changed from its infinitive form to communicate an idea such as person or tense. In French, regular verbs use the stem of the infinitive and add a different ending e.g. finir, finis, finis, finit, finissons, finissez. • I can use dictionary skills to look up headwords quickly and efficiently in a bilingual dictionary.
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • To recognise that light appears to travel in straight lines. • To 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. • To 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. • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">Music (Kapow – Theme and Variations)</p> <ul style="list-style-type: none"> • To perform rhythms confidently either on their own or in a group. • To identify the sounds of different instruments and discuss what they sound like. • To make reasonable suggestions for which instruments can be matched to which pieces of art. • To recall the names of several instruments according to their orchestra sections. • To keep the pulse with the body percussion section and sing with control and confidence. • To name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.
	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • To identify relevant geographical questions. • To begin to interpret distribution maps and use thematic maps for information. • To describe and understand key aspects of distribution of natural resources, including energy, minerals and water. • To understand human geography, including economic activity between UK and Europe and the rest of the world. (Russia & China) • To reach plausible conclusions and present my findings. • To draw on my knowledge and understanding to select and use appropriate 	

	<p>skills and evidence to help me investigate themes.</p>	<ul style="list-style-type: none"> • To draw the rhythms accurately and show a difference between each of their variations. • To showcase creativity in the finished product.
<p>Computing (Data and Information Spreadsheets)</p> <ul style="list-style-type: none"> • To create a data set in a spreadsheet • To build a data set in a spreadsheet • To explain that formulae should be used to produce calculated data • To apply formulae to data • To create a spreadsheet to plan an event • To choose suitable ways to present data 	<p>History</p>	<p style="text-align: center;">PE</p> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • To select the appropriate skill, choosing when to run and when to pass. • To move into space to support a teammate abiding by the rules. • To use defending skills to gain possession. • To work as a defending unit to prevent attackers from scoring. • To use a variety of attacking skills to beat a defender. • To apply rules, skills and tactics learnt to play in a tag rugby tournament. <p><u>Dance</u></p> <ul style="list-style-type: none"> • To copy and repeat a dance phrase showing confidence in movements. • To work with others to explore and develop the dance idea. • To use changes in dynamics in response to the stimulus. • To copy and repeat a phrase of movement in the 1970s disco style. • To choreograph a freeze frame montage in the 1970s style. • To use feedback to develop and refine a 1970s dance performance.

Year 6: Spring Term (Second Half)

<p>English</p> <ul style="list-style-type: none"> • Using VIPERS reading skills in whole class reading. • Subordinating and co-ordinating conjunctions • Word Classes • Emotive language • Rhetorical Questions • Writing for different levels of formality. • Editing using CUPS • To revise and learn new spelling patterns relevant to Year 5/6. • To maintain a legible, fluent handwriting style. 	<p>PSHE / Jigsaw</p> <p style="text-align: center;"><u>“Healthy Me”</u></p> <ul style="list-style-type: none"> • Have made a healthy choice • Have eaten a healthy, balanced diet. • Have been physically active • Have tried to keep themselves and others safe. • Know how to be a good friend, and enjoy healthy relationships. • Know how to keep calm and deal with difficult situations. 	<p>Art</p>
<p>Maths</p> <ul style="list-style-type: none"> • Statistics • Area, perimeter and volume 	<p>RE</p> <ul style="list-style-type: none"> • What difference does the resurrection make for Christians? 	<p>Design Technology</p> <ul style="list-style-type: none"> • To explain what ACCESS FM stands for and why I am using the terms Aesthetics, Environment, Function, Materials during my design process. • To demonstrate that I have listened to the ideas and opinions of others about my design choices. • To show that I have used all these elements while designing and can explain the making process referring to my step-by-step instructions for making. • To justify the material I have used and explain how I have considered the environmental impact of my choices. • To demonstrate my knowledge of methods of joining and justify my choices
<p>Science</p> <ul style="list-style-type: none"> • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • To compare and give reasons for variations in how components function, including the 	<p>French</p> <ul style="list-style-type: none"> • LISTENING: I can recognise, understand and use vocabulary relating to the school day, transport, family members and the jobs they do. 	<p>Music (Kapow – Songs of World War 2)</p> <ul style="list-style-type: none"> • To use musical and comparative language in discussion. • To follow the melody line.

<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> To use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> SPEAKING: I am able to revise and expand Y4 knowledge of animal names to talk about pets. READING: I know that the circumflex is placed over any vowel to show that an historical letter has disappeared from the word e.g. the 's' in August (aout). I know that the ligature 'oe' (o and e stuck together) is used in the spelling of words such as coeur, soeur, oeuf. I can read words containing these graphemes accurately. WRITING: I understand that a conjugated verb has changed from its infinitive form to communicate an idea such as person or tense. In French, regular verbs use the stem of the infinitive and add a different ending e.g. finir, finis, finis, finit, finissons, finissez. I can use dictionary skills to look up headwords quickly and efficiently in a bilingual dictionary. 	<ul style="list-style-type: none"> To follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. To sing the correct words at the correct time. To recall the counter-melody line.
<p>Computing (Creating Media – Webpage Creation)</p> <ul style="list-style-type: none"> To review an existing website and consider its structure. To plan the features of a web page. To consider the ownership and use of images (copyright.) To recognise the need to preview pages. To outline the need for a navigation path. To recognise the implications of linking to content owned by other people. 	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>Why did the Second World War begin?</u> <u>Why was the Battle of Britain a turning point in the conflict?</u> <u>What was life like on the British home front?</u></p> <ul style="list-style-type: none"> To sequence the significant events, societies and people that took place during WW2. 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 	<p style="text-align: center;">PE</p> <p><u>Ultimate Frisbee</u></p> <ul style="list-style-type: none"> To communicate with my team and I can create and use space to help my team. To identify when I was successful and what I need to do to improve. To pass and receive the frisbee with increasing control under pressure. To tag opponents and close down space. <p><u>OAA</u></p> <ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To collaborate as a team to solve problems. To develop tactical planning and problem solving. To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading.

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| | | <ul style="list-style-type: none">• To use a key to identify objects and locations. |
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