

Year 6: Spring Term (First Half)

English	PSHE / Jigsaw	Art
<ul style="list-style-type: none"> 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. 	<p>“Dreams and Goals”</p> <ul style="list-style-type: none"> 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. 	<p>Painting:</p> <ul style="list-style-type: none"> 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.

Maths <ul style="list-style-type: none"> Algebra BODMAS Shape Measure and converting measurements Ratio and scale factors 	RE <ul style="list-style-type: none"> Can religions help to build a fairer world? Design Technology	French <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.
Science <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. 	Geography <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 	Music (Kapow – Theme and Variations) <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>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>PE</p> <p>Tag Rugby</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>Dance</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)

English <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. 	PSHE / Jigsaw <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. 	Art
Maths <ul style="list-style-type: none"> • Statistics • Area, perimeter and volume 	RE <ul style="list-style-type: none"> • What difference does the resurrection make for Christians? Geography	Design Technology <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
Science <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 	French <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. 	Music (Kapow – Songs of World War 2) <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>History</p> <p><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>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.

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