

Year 6: Summer Term (*First Half*)

<p>English</p> <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>PSHE / Jigsaw</p> <p style="text-align: center;"><u>“Relationships”</u></p> <ul style="list-style-type: none"> • To know how to make friends. • Try to solve friendship problems when they occur. • Help others to feel part of a group. • Show respect in how they treat others. • To know how to help themselves and others when they feel upset or hurt. • To know and show what makes a good relationship. 	<p>Art</p> <p><u>3D Form:</u></p> <ul style="list-style-type: none"> • To develop personal, imaginative responses. • To justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome • To draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • To create a structure which reflects emotion or identity. • To recognise sculptural forms in the environment and use these as inspiration for their own work • To demonstrate experience in relief and freestanding work using a range of media. • To confidently carve a simple form
<p>Maths</p> <ul style="list-style-type: none"> • Revision of key concepts. 	<p>RE</p> <ul style="list-style-type: none"> • Science and Religion – conflicting or complementary? 	<p>French</p> <ul style="list-style-type: none"> • LISTENING: I can listen to recordings/clips of people talking about their families, routines and interests, and answer questions about these. • SPEAKING: I can ask and answer questions about modes of transport to school, favourite and least favourite subjects, favourite activities in the French lesson, favourite break time activities and the structure of the school timetable. • READING: I can read and translate longer passages, using knowledge of context, words and structures, and resources such as knowledge organisers and bilingual dictionaries.
	<p>Design Technology</p>	

		<ul style="list-style-type: none"> • WRITING: I can use knowledge and vocabulary learned so far to write longer letters and descriptive passages about family, routines and preferences with increasingly correct spelling, punctuation and syntax.
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • I can explain that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information • I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • I can use standard OS symbols. • I can use 6-figure grid references and 8 compass points to locate features on OS maps. • I can draw scale plans. • Digital mapping: I can use linear and area measuring tools. • I can reach plausible conclusions and present my findings, both graphically and in writing. • I can draw on my knowledge and understanding to select and use appropriate skills and evidence to help me investigate places. • I can confidently use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods accurately such as sketch maps, plan and graphs and digital technologies. • I can name and locate key topographical features. 	<p style="text-align: center;">Music (Kapow – Baroque)</p> <ul style="list-style-type: none"> • To understand the importance of Monteverdi in the history of opera. • To read and play a canon from staff notation. • To demonstrate an understanding of Baroque music features when composing. • To combine knowledge of staff notation and aural awareness to play a fugue. • To apply their understanding of fugue structure when performing with others.
<p>Computing (Creating Media – 3D Modelling)</p> <ul style="list-style-type: none"> • To recognise that you can work in 3D on a computer • To identify that digital 3d objects can be modified • To recognise that objects can be combined in a 3d model • To create a 3d model for a given purpose • To plan my own 3d model 	<p style="text-align: center;">History</p>	<p style="text-align: center;">PE</p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • To develop throwing and catching under pressure and apply these to a striking and fielding game. • To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and select the appropriate action for the situation. • To understand and apply tactics in a game.

		<ul style="list-style-type: none">• To apply skills and knowledge to compete in a tournament. <p><u>Body Mindfulness</u></p> <ul style="list-style-type: none">• To develop flexibility through the sun salutation flow.• To develop strength through yoga flows.• To create your own flow showing quality in control, balance and technique.• To develop balance through yoga flows.• To work collaboratively to create a controlled paired yoga flow.• To create your own yoga flow that challenges technique, balance and control.
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 6: Summer 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>“Changing Me”</u></p> <ul style="list-style-type: none"> • To understand that everyone is unique and special. • To express how someone might feel when change happens. • To understand and respect the changes that they see in themselves. • To understand and respect the changes that they see in other people. • To know who to ask for help when they are worried about change. • To look forward to change. 	<p>Art</p>
<p>Maths</p> <ul style="list-style-type: none"> • Fiver Challenge • Revision of key concepts 	<p>RE</p> <ul style="list-style-type: none"> • What can we learn from religions about moving on to our new school? 	<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 research scientists, and understand their achievements throughout history. 	<p>French</p> <ul style="list-style-type: none"> • LISTENING: I can listen to recordings/clips of people talking about their families, routines and interests, and answer questions about these. 	<p>Music (Kapow – Composing and Performing a Leaver’s Song)</p> <ul style="list-style-type: none"> • To identify and evaluate the musical features of a song.

	<ul style="list-style-type: none"> • SPEAKING: I can ask and answer questions about modes of transport to school, favourite and least favourite subjects, favourite activities in the French lesson, favourite break time activities and the structure of the school timetable. • READING: I can read and translate longer passages, using knowledge of context, words and structures, and resources such as knowledge organisers and bilingual dictionaries. • WRITING: I can use knowledge and vocabulary learned so far to write longer letters and descriptive passages about family, routines and preferences with increasingly correct spelling, punctuation and syntax. 	<ul style="list-style-type: none"> • To contribute ideas to their group chorus, suggesting how lines three and four could rhyme. • To contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. • To fit an existing melody over a four-chord backing track. • To create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. • To record melodies using letter notation. • To perform the leavers' song with confidence.
<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Revision of key concepts linked to previous units. 	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>How have the crimes committed and punishments given changed through time?</u></p> <ul style="list-style-type: none"> • To sequence time periods and understand how events in one time period can impact on another. • 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 describe and make links between main events, situations and changes within and across different time periods. 	<p style="text-align: center;">PE</p> <p><u>Rounders</u></p> <ul style="list-style-type: none"> • To develop throwing and catching under pressure and apply these to a striking and fielding game. • To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and select the appropriate action for the situation. • To understand and apply tactics in a game. • To apply skills and knowledge to compete in a tournament. <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> • To throw under pressure and apply this to a target game. • To select the appropriate dodging skill for the situation. • To develop catching with increasing consistency under pressure. • To develop defensive techniques and select the appropriate action for the situation. • To understand and apply tactics in a game.

- | | | |
|--|--|-----------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none">• To develop officiating skills and referee a game. |
|--|--|-----------------------------------------------------------------------------------------------------|