

## 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;"><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Measure and converting measurements</li> <li>• Ratio and scale factors</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <ul style="list-style-type: none"> <li>• Can religions help to build a fairer world?</li> </ul>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>• <b>LISTENING:</b> I can recognise, understand and use vocabulary relating to the school day, transport, family members and the jobs they do.</li> <li>• <b>SPEAKING:</b> I am able to revise and expand Y4 knowledge of animal names to talk about pets.</li> <li>• <b>READING:</b> 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.</li> <li>• <b>WRITING:</b> 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.</li> <li>• I can use dictionary skills to look up headwords quickly and efficiently in a bilingual dictionary.</li> </ul>
<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• To recognise that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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.</li> <li>• To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p style="text-align: center;"><b>Design Technology</b></p>	<p style="text-align: center;"><b>Music (Kapow – Theme and Variations)</b></p> <ul style="list-style-type: none"> <li>• To perform rhythms confidently either on their own or in a group.</li> <li>• To identify the sounds of different instruments and discuss what they sound like.</li> <li>• To make reasonable suggestions for which instruments can be matched to which pieces of art.</li> <li>• To recall the names of several instruments according to their orchestra sections.</li> <li>• To keep the pulse with the body percussion section and sing with control and confidence.</li> <li>• To name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</li> </ul>
	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>• To identify relevant geographical questions.</li> <li>• To begin to interpret distribution maps and use thematic maps for information.</li> <li>• To describe and understand key aspects of distribution of natural resources, including energy, minerals and water.</li> <li>• To understand human geography, including economic activity between UK and Europe and the rest of the world. (Russia &amp; China)</li> <li>• To reach plausible conclusions and present my findings.</li> <li>• To draw on my knowledge and understanding to select and use appropriate</li> </ul>	

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

## Year 6: Spring Term (Second Half)

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

<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> <li>To use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<ul style="list-style-type: none"> <li><b>SPEAKING:</b> I am able to revise and expand Y4 knowledge of animal names to talk about pets.</li> <li><b>READING:</b> 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.</li> <li><b>WRITING:</b> 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.</li> <li>I can use dictionary skills to look up headwords quickly and efficiently in a bilingual dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>To follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</li> <li>To sing the correct words at the correct time.</li> <li>To recall the counter-melody line.</li> </ul>
<p><b>Computing (Creating Media – Webpage Creation)</b></p> <ul style="list-style-type: none"> <li>To review an existing website and consider its structure.</li> <li>To plan the features of a web page.</li> <li>To consider the ownership and use of images (copyright.)</li> <li>To recognise the need to preview pages.</li> <li>To outline the need for a navigation path.</li> <li>To recognise the implications of linking to content owned by other people.</li> </ul>	<p style="text-align: center;"><b>History</b></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"> <li>To sequence the significant events, societies and people that took place during WW2.</li> <li>To understand how our knowledge of the past is constructed from a range of sources.</li> <li>To understand that different versions of the past may exist, giving some reasons for this.</li> <li>To identify and give reasons for the results of historical events</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p><u>Ultimate Frisbee</u></p> <ul style="list-style-type: none"> <li>To communicate with my team and I can create and use space to help my team.</li> <li>To identify when I was successful and what I need to do to improve.</li> <li>To pass and receive the frisbee with increasing control under pressure.</li> <li>To tag opponents and close down space.</li> </ul> <p><u>OAA</u></p> <ul style="list-style-type: none"> <li>To build communication and trust whilst showing an awareness of safety.</li> <li>To collaborate as a team to solve problems.</li> <li>To develop tactical planning and problem solving.</li> <li>To work as a team and use critical thinking to determine the best approach.</li> <li>To develop navigational skills and map reading.</li> </ul>

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