

Spring One in Year 6

English

Writing based on Shackleton's Journey.

by William Grill

- Participate in discussions, presentations, performances, role-play, improvisations and debates.
- Describe settings, characters and atmosphere.
- Integrate dialogue to convey character and advance the action.
- Write a short speech.
- Write a letter of application.

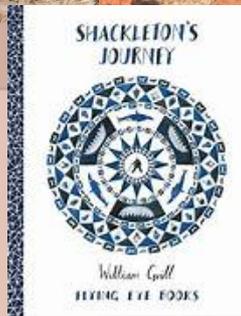
Comprehension:

- Prepare poems and plays for performance.
- Check sense, discuss understanding and explore meaning of words in context.
- Summarise main ideas, identifying key details.
- Identify how language, structure and presentation contribute to meaning.
- Develop skills of inference (characters' feelings, thoughts and motives); justify with evidence.
- Explain and discuss understanding of reading.

Spelling, Punctuation &

Grammar:

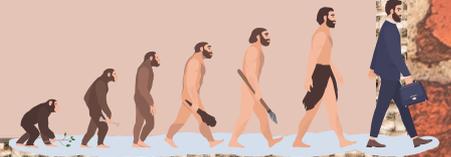
- Use the passive voice.
- Use the subjunctive tense.
- Use colons and semi-colons in writing.
- Be aware of, and produce writing, using standard English.



Science

Evolution and Inheritance (1)

- **Inheritance** - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- **Adaptation** - identify how animals and plants are adapted to suit their environment in different ways.
- **Theory of Evolution** - identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin.



Maths

Number:

- Ongoing daily arithmetic practice.

Decimals

- Rounding decimals.
- Adding and subtracting decimals.
- Multiplying and dividing decimals by 10, 100, 1000.
- Multiplying and dividing decimals by integers.

Fractions, decimals and percentages

- Equivalent fractions, decimals and percentages.
- Ordering fractions, decimals and percentages.
- Percentages of an amount - 1 step/multi-step.

Ratio

- Ratio and fractions.
- Ratio problems.
- Proportion problems.
- Recipes.
- Scale drawings.
- Scale factor.



Computing

Computer Systems and Networks

- Children know the difference between the World Wide Web and the internet.
- To find out what a LAN and WAN are. • To find out how we access the internet in school.
- To research and find out about the age of the internet.
- To think about what the future might hold.



Art/DT

Art- Printmaking and Textiles

In this block, pupils will create a simple one point perspective drawing and use selected parts to create a printed image as well as replicate line through batik. Children will study the work of Patrick Hughes.



Geography



Africa

Locational knowledge

- Locate Africa on a map, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography.
- Describe and understand key aspects of physical and human geography.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

RE

Christianity

Theme: Beliefs and Meaning - Salvation.

Key question for this enquiry: Is anything ever eternal?

- Understand the concept of eternity and feelings associated with this.
- Explore vows and promises.
- Explore stories where Jesus portrays love.
- Understand the term 'unconditional love'.
- Discuss about Heaven and life after death.

French

Listen, speak, read and write French words and phrases related to family, household tasks, parties and the story of 'Cinderella'.



PSHE



Keeping Safe

- Understanding emotional needs.
- Staying safe online.
- Drugs: norms and risks (including the law).



Music

Charanaga - You've Got a Friend

Listen, appraise, sing and play musical instruments.



PE

Swimming



- To consolidate front/back crawl.
- To consolidate breast stroke technique.
- To tread water for a sustained period of time.
- To swim a distance of 25 metres.
- Discuss safe self-rescue.

Gymnastics- perfecting movements

- develop flexibility, strength, technique, control and balance through gymnastics.
- Continue to develop partner/ group based routines, developing confidence in balances and counterbalances and how to continue to link movements.
- Perfect balances with a range of transitional skills.

