

## English

'A Monster Calls' by Patrick Ness

'The Highway Man' by Alfred Noyes

Ensure the consistent and correct use of tense throughout a piece of writing

Assure correct subject and verb agreement when using singular and plural.

Choose the appropriate tone within writing.

Discuss the purpose, audience and organisation of different fiction/non-fiction texts

Use the way text types are organised to help sustain understanding over longer texts



'Tyger' by SF Said

'No-one is Too Small to Make a Difference' by Greta Thunberg

Develop ideas for writing, drawing on reading and secondary resources

Organise and present writing using devices that structure text and guide the reader.

Ask and respond to questions about a text to demonstrate understanding

Use skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information

Collect and organise key ideas from a range of sources and present this to others.

## Maths

Ratio, Algebra, Decimals

Use ratio language

Ratios and fractions

Scale drawings

Use scale factors

Similar shapes

Ratio problems

Form expressions

Substitution

Form equations

Round decimals

Add and subtract decimals

Multiply and divide by 10, 100, 1000

Divide decimals by an integer

Solve multi-step problems

Percentages, area, perimeter, volume and statistics

Fractions as division

Understanding percentages

Fractions to percentages

Order fractions, decimals and percentages

Percentage of an amount

Area and perimeter

Area of a triangle

Area of a parallelogram

Volume of a cuboid

Line graphs, bar charts, pie charts

The mean



## Science

Light

Recognise that light appears to travel in straight lines.

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.

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.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



Living Things and their Habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations independently.



## RE

Humanism – What Does it Mean to be a Humanist in Britain today?

Explain what makes someone a humanist and know that most humanists believe human beings evolved over time.



Understand that humanists believe science is the best method to understand the universe and that humanists adapt or change their beliefs when faced with new evidence.

Explain that humanists believe that you can be good and live a happy life without the need for a god or gods.

What Kind of King is Jesus?

Describe and make connections between examples of religious creativity (buildings and art)

Show understanding of the value of sacred buildings and art

Suggest reasons why some believers see generosity and charity as more important than buildings and art

Apply ideas about values and from scriptures to the title question



Year 6 Terms 3 and 4

## History (continued)

**How have approaches to crime and punishment changed throughout the ages?**

Make comparisons between time-periods and say why some crime and punishments have changed and why some have stayed the same.

Understand what motivates people to act in a particular way and talk about the consequences of those actions.

Recognise changes in punishment over time and appreciate how this has contributed to the way modern society works today.



## Design Technology

**Electrical Systems – making an alarm**

Create a security lighting system.

Use knowledge of writing and modifying a program to make a light turn on or flash on and off when creating their own design.

Understand the essential characteristics of a series circuit and draw upon their experience of creating a battery-powered, functional, electrical product.

Make and evaluate a nightlight system.



## PE

**Hockey**

**Forest School**

**Tennis**

**Dance**

Throw under pressure and apply this to a target game. Select the appropriate dodging skill for the situation.

Take part in Forest School sessions that prioritise health and wellbeing

Demonstrate a sense of rhythm and energy when performing. Select, order, structure and perform a series of movements.

Apply rules, skills and principles to play tennis against an opponent.

## Computing

**Programming**

Create a program to run on a controllable device and explain that selection can control the flow of a program

Update a variable with a user input and use a conditional statement to compare a variable to a value

Design a project that uses inputs and outputs on a controllable device

## Art **Printing**

Produce a repeated print using a lino and ink roller technique

Research and gain a deeper understanding of geometric designs and where they can be found in Islam

Learn about the lino printing technique and compare this to other methods of printing

Research Islamic architecture and journal about this in sketch books

## Year 6 Terms 3 and 4

## Geography

**What is life like in the Alps?**

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

## Music

**Musical Instrument: Ukulele**

- Appreciate that the ukulele is a stringed instrument and that there are four members of the ukulele family.
- Understand the best playing area is just past the sound hole and be able to strum the instrument to make a sound using a thumb stroke, downstroke and upstroke
- Understand that the strumming comes from the wrist not the forearm and develop a relaxed approach.
- Appreciate that a chord box diagram represents the four strings and the first three frets from the nuts.

## PSHE

**Safety and the changing body**

**Citizenship**

**Relationship and Sexual Education**

Alcohol

First Aid and Basic life support

Puberty and Reproduction, Communication in Relationships, Families and Pregnancy, Online Relationships.

Human Rights

Prejudice and Discrimination

Valuing diversity

National democracy



## French

**The Weather – Quel Temps Fait-il?**

Repeat and recognise the vocabulary for weather in French.

Ask what the weather is like today.

Say what the weather is like today.

Create a French weather map.

Describe the weather in different regions of France using a weather map with symbols.

