

YEAR 6 - SPRING TERM

	1ST HALF	2ND HALF
ENGLISH	<ul style="list-style-type: none"> ➤ Narrative – extended narrative – 2 weeks ➤ In narratives describe settings character and atmosphere etc. ➤ Non-fiction – Formal and impersonal writing – 2 weeks Use range of devices to build cohesion within and across paragraphs ➤ Discuss and explain understanding of what they have read – inc. debates and using notes ➤ Narrative – stories with flashback – 2 weeks ➤ Predicting what might happen from details stated or implied 	<ul style="list-style-type: none"> ➤ Revision ➤ Reading and writing Narrative and plays – 3 weeks ➤ Use wide range of adverbs, adverbials and prepositional phrases ➤ Distinguish between language of speech and writing ➤ Reading poetry – 2 weeks ➤ Proposing changes to grammar vocab and punctuation to enhance effects clarify meaning ➤ Grammar/SPAG – 3-4 weeks ➤ Use expanded noun phrases to convey complicated info ➤ Use brackets/dashes or commas to indicate parenthesis

MATHS

A2:

L3

- Use 3 mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers
- Solve whole number problems including those involving multiplication or division that may give rise to remainders
- Add and subtract three-digit numbers using written method
- Multiply and divide two-digit numbers by 2,3,4 or 5 as well as 10 with whole number answers and remainders, e.g.49/3

L4

- Solve problems with or without a calculator
- Check the reasonableness of results with reference to the context or size of numbers
- Use efficient written methods or addition and subtraction and of short multiplication and division

L5

- Order negative numbers in context
- Add and subtract negative numbers in context
- Estimate using approximations
- Understand and use an appropriate non-calculator method for solving problems that involve multiplying and dividing any three-digit number by any two-digit number
- Solve simple problems involving ordering, adding subtracting negative numbers in context
- Approximate to check answers to problems are of the correct magnitude
- Check solutions by applying inverse operations or estimating using approximations

L3

- Gather information
- Construct bar charts and pictograms, where the symbol represents a group of units
- Use Venn and Carroll diagrams to record their sorting and classifying of information
- Extract and interpret information presented in simple tables, lists, bar charts and pictograms

L4

- Collect discrete data
- Group data, where appropriate, in equal class intervals
- Record discrete data using a frequency table
- Represent collected data in frequency diagrams
- Construct simple line graphs
- Continue to use Venn and Carroll diagrams to record their sorting and classifying of information
- Interpret frequency diagrams and simple line graphs

L5

- Ask questions, plan how to answer them and collect the data required
- Create and interpret line graphs where the intermediate values have meaning
- Interpret graphs and diagrams, including pie charts, and draw conclusions

E1/2

L3

- Use simple fractions that are several parts of a whole and recognize when two simple fractions are equivalent

L4

- Recognise approximate proportions of a whole and use simple fractions to describe these
- Begin to understand simple ratio

L5

- Use equivalence between fractions
- Reduce a fraction to its simplest form by cancelling common factors
- Ord

C2:

L4

➤ Understand and use the mode and range to describe sets of data.

L5

➤ Understand and use the mean of discrete data
➤ Compare two simple distributions, using the range and one of mode, median or mean

D2:

L3

➤ Use non-standard units and standard metric units of length, capacity and mass in a range of contexts
➤ Use standard units of time
➤ Use a wider range of measures

L4

➤ Choose and use appropriate units and instruments
➤ Interpret, with appropriate accuracy, numbers on a range of measuring instruments
➤ Find perimeters of simple shapes and find areas by counting squares
➤ Use units of time

L5

➤ Know and use the angle sum of a triangle and that of angles at a point
➤ Measure and draw angles to the nearest degree, when constructing models and drawing or using shapes
➤ Use language associated with angle
➤ Read and interpret scales on a range of measuring instruments, explaining what each labelled division represents
➤ Solve problems involving the conversion of units
➤ Make sensible estimates of a range of measure in relation to everyday situations
➤ Understand and use the formula for the area of a rectangle and distinguish area from perimeter

➤ Order fractions
➤ Understand simple ratio
➤ Use known facts, place value and knowledge of operations to calculate
➤ Use a calculator where appropriate to calculate percentages of quantities/measurements
➤ Solve simple problems involving ratio and direct proportion

SCIENCE	Evolution and Inheritance ➤ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ➤ Identify how Animals, including humans and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution ➤ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	How we see things ➤ Recognise that light appears to travel in straight lines ➤ Understand that objects are seen because they either give out or reflect light into our eyes ➤ Understand why the idea that light travels in straight lines explains why shadows have the same shape as the objects that cast them
HISTORY	➤ Continue work on Victorians: ➤ Aspects of education/develop/changes ➤ Inside a Victorian classroom ➤ Empathy/experiences/using evidence	➤ Start new topic on Ancient China ➤ Examine position and isolation of China ➤ How it became a united country ➤ First Emperor – study of character and achievements → assessment
GEOGRAPHY	➤ Study of tropical climate focused on St Lucia. Research	➤ Prepare leaflet to promote St Lucia as tourist destination
RE	➤ Exploring the Journey of life ➤ Discuss good/bad journeys ➤ Life's ups and downs, good and bad points. Map ideas ➤ Design a snakes and ladders game ➤ Hindu perception of life ➤ The Ramayana	➤ Pilgrimage ➤ Examine reasons/purpose ➤ Places to visit and why – Europe and England..e.g. Bernadette of Lourdes. Postcard from Lourdes.

ICT		
FRENCH	<ul style="list-style-type: none"> ➤ Activities/Hobbies ➤ Adjectives ➤ Francophonie 	<ul style="list-style-type: none"> ➤ Numbers (mathematical and describing) ➤ Food (basic) ➤ Easter
PE	<ul style="list-style-type: none"> ➤ Perform dance, range of movement and HRF/SRF (Compare performance/demo movement) 	<ul style="list-style-type: none"> ➤ Play competitive games and use running, jumping and throwing skills
ART	<ul style="list-style-type: none"> ➤ Geometric Abstraction ➤ Focus on colour and shape ➤ Combination of observational and abstract drawing 	<ul style="list-style-type: none"> ➤ Pencil case, use of abstract shapes and colour ➤ Multimedia and abstraction

DT/ FOOD TECHNOLOGY	<ul style="list-style-type: none"> ➤ Initial sketches – WOW ➤ Signs – based on research and comparison ➤ Colour added – colour coded ➤ Shapes and profiles examined ➤ Designs assessed – 2D 	<ul style="list-style-type: none"> ➤ Victorians continued ➤ Afternoon tea. Practicals e.g. scones, biscuits, small cakes. ➤ Oven management and rubbing in, creaming and hand mixers. Raising agents
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MUSIC		