

English

Study Goodnight Mister Tom, Rose Blanche and Anne Frank

Discussion Text

To identify the language features of balanced written discussions.

To recognise the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.

To write a balanced report of a controversial issue.

Explanation Text

To read and analyse a range of explanatory texts, investigating and noting features of impersonal style. To choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.

To use the language conventions and grammatical features of the different types of text, as appropriate.

Instructional Text

To identify sets of instructions which are for more complex procedures, or are combined with other text types.

To choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.

Narrative

To identify story structures typical to particular fiction genres.

To plan and tell stories to explore different styles of narrative.

Non-Chronological Report

To have a secure understanding of the form, language conventions and grammatical features of non-chronological reports.

Persuasion

To recognise how persuasive arguments are constructed to be effective.

To orally and in writing, construct effective persuasive arguments.

Poetry

To interpret poems, explaining how the poet creates shades of meaning.

To vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form.

To use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT.

To use language imaginatively to create surreal, surprising, amusing, and inventive poetry.

Recount

To distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.

French

Quelle est ta matière préférée? What is your favourite subject?

To say which subjects I like.

To ask others which subjects they like.

To say what I am wearing.

To ask others what they are wearing.

To use adjectives to describe items of clothing.

To ask how much items of clothing cost.

Mathematics

Place Value

To read, write, order and compare numbers up to 10000000 and determine the value of each digit.

To round any whole number to a required degree of accuracy.

To use negative numbers in context and calculate intervals across zero.

To solve number and practical problems that involve place value.

Addition, Subtraction, Multiplication and Division

To perform mental calculations, including with mixed operations and large numbers.

To use the knowledge of the order of operations to carry out calculations involving the four operations.

To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

To identify common factors, common multiples, and prime numbers.

To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

To multiply multi-digit numbers up to 4 digits by two-digit whole numbers using a formal written method for long multiplication.

To divide numbers up to 4 digits by a two-digit whole number using a formal written method for long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.

To divide numbers up to 4 digits by a two-digit number using a formal written method for short division.

To solve problems involving addition, subtraction, multiplication, and division.

Fractions

To use common factors to simplify fractions.

To use common multiples to express fractions in the same denomination.

To compare and order fractions, including fractions >1 .

To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

To multiply simple pairs of proper fractions, writing the answer in its simplest form.

To divide proper fractions by whole numbers.

Position and Direction

To describe positions on the full coordinate grid.

To draw and translate simple shapes on the coordinate plane and reflect them in the axes.

DT

Textiles - Waistcoats

To design a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme.

To annotate designs.

To use a template when pinning panels onto fabric.

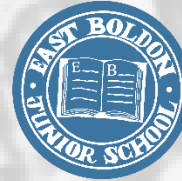
To mark and cut fabric accurately, in accordance with a design.

To sew a strong running stitch, making small, neat stitches and following the edge.

To decorate a waistcoat - attaching objects using thread and adding a secure fastening.

To evaluate work continually as it is created.

Autumn Term Year 6 World War II!



Science

Healthy bodies

To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

To describe the ways in which nutrients and water are transported within animals, including humans.

Light

To recognise that light appears to travel in straight lines.

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.

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.

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

Music

Happy

To analyse features within different pieces of music.

To sing in harmony confidently and accurately.

To perform parts from memory.

To take the lead in a performance.

To use a variety of different musical devices in my composition (including melody, rhythms, and chords).

To evaluate how the venue, occasion and purpose affects the way a piece of music is created.

Classroom Jazz 2

To analyse features within different pieces of music.

To perform parts from memory.

To take the lead in a performance.

To use a variety of different musical devices in my composition.

To create rhythmic patterns with an awareness of timbre and duration.

To thoughtfully select elements for a piece to gain a defined effect.

Art

Art and design skills

To understand some of the motivations and techniques of impressionist and post-impressionist painters.

To know that Claude Monet was a famous impressionist painter.

To paint skilfully by mixing complex colours.

To create a design matrix by drawing different zentangle patterns.

To transfer a drawn zentangle pattern onto a polyprint/polystyrene tile.

To create a repeat pattern.

To understand and use the design process.

To create a prototype which develops from ideas.

To review, evaluate and modify ideas as the design develops.

Geography

World War II

To identify the countries in Europe and the wider world that were involved in WWII and locating them on maps.

To understand how the geography of Europe was changed by WWII

To understand how the population of the world was changed by WWII and specifically The Holocaust.

Computing

Bletchley Park

To understand that there are lots of different types of secret codes.

To understand the importance of having a secure password.

To understand the importance of Bletchley Park to the World War II war effort.

To understand about some of the historical figures that contributed to technological advances in computing.

To research and present information about historical figures in computing.

To tinker with sound.

To record, edit and add sound effects to a radio play.

To understand how computers have changed and the impact this has had on the modern world.

To research one of the computers that changed the world and present information about it to the class.

To design a computer of the future.

History

World War II

To place WWII on a timeline of British history

To understand the events leading up to and the key events of WWII

To understand what life was like on The Home Front including rationing, the role of women and propaganda

To summarise how Britain has had a major influence on the world.

To identify and explain propaganda.

To describe a key event from Britain's past using a range of evidence from different sources.

To describe the features of historical events and way of life from periods I have studied, presenting to an audience.

PE

Striking and Fielding

To strike a bowled ball with increasing consistency.

To use some tactics in the game as a batter, bowler and fielder.

To select the appropriate action for the game situation.

Invasion Games

To pass, receive and shoot the ball/score a try with increasing control under pressure.

To select the appropriate action for the situation.

To create and use a variety of tactics to help a team.

To select and apply different movement skills to lose a defender.

To use marking, and/or interceptions to improve defending.

Dance

To work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.

To adapt and refine actions, dynamics and relationships to improve a dance.

To choreograph a dance using props.

To perform dances fluently and with control.

To use appropriate language to evaluate and refine their own and others' work.

PSHE

Mental Health and Emotional Wellbeing

To identify what mental health is.

To learn about what can affect mental health and some ways of dealing with this.

To give examples of some everyday ways to look after mental health.

To learn about the stigma and discrimination that can surround mental health.

Keeping safe and managing risks

To learn about feelings of being out and about in the local area with increasing independence.

To recognise and respond to peer pressure.

To learn about the consequences of anti-social behaviour.

RE

Religious Diversity

To know what religious diversity is.

To find out what religious diversity is in our country and area.

To find out about Islam.

To understand the history of Islam in our local area.

To know what local Muslims have contributed to our local community.

The Gospels

To know where we find the stories of Jesus' birth in the Bible.

To understand why these stories were written.

To recognise the similarities and differences between the accounts and understand why they might differ.

To evaluate and debate the reliability of these accounts.