

## English

Study Artemis Fowl, Who let the Gods out? And a range of myths and legends.

### Discussion Text

To identify the grammar, organisational and stylistic features of balanced written discussions. To demonstrate the way to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types.

### Explanation Text

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 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.

### Narrative

To look at elements of an author's style to identify common elements and then make comparisons between books.

To identify stock characters genres and look for evidence of characters that challenge stereotypes and surprise the reader.

To create a setting by.

### Non-Chronological Report

To write reports as part of a presentation on a non-fiction subject.

### Persuasion

To participate in whole class debates using the conventions and language of debate including standard English.

To build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating, and combining these where appropriate.

### Poetry

To use simple metaphors and personification to create poems based on real or imagined experience.

### Recount

To develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives.

## French

Tu joues à quel sport? What sport do you play?

To talk about my hobbies.

To say which sports I play.

To use the verbs 'jouer' and 'faire'

To say which sports I like and dislike.

To ask others which sports they like.

To say what my favourite sport is.

To ask others what their favourite sport is.

To say when I play a particular sport.

## Mathematics

### Decimals

To identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places.

To multiply 1-digit numbers with up to 2 decimal places by whole numbers.

To use written division methods in cases where the answer has up to 2 decimal places.

To solve problems which require answers to be rounded to specified degrees of accuracy.

### Percentages

To solve problems involving the calculation of percentages and the use of percentages for comparison.

To recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

### Algebra

To use simple formulae.

To generate and describe linear number sequences.

To express missing number problems algebraically.

To find pairs of numbers that satisfy an equation with two unknowns.

To enumerate possibilities of combinations of two variables.

### Converting units

To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 dp.

To convert between miles and kilometres.

### Perimeter, Area and Volume

To recognise that shapes with the same areas can have different perimeters and vice versa.

To recognise when it is possible to use formulae for area and volume of shapes.

To calculate the area of parallelograms and triangles.

To calculate, estimate and compare volume of cubes and cuboids using standard units, including  $\text{cm}^3$ ,  $\text{m}^3$  and extending to other units.

### Ratio

To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

To solve problems involving similar shapes where the scale factor is known or can be found.

To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

## Geography

### Geography of Ancient Greece

To locate Greece in the world and within Europe.

To show the location of the Ancient Greek empire and how Ancient Greece was divided.

To identify human and physical geographical features of Greece.

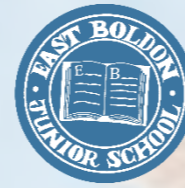
To recognise the impact that these features had on the Ancient Greeks.

To understand how the Ancient Greeks used their geography to their advantage.

## Spring Term

### Year 6

## Ancient Greece!



## Science

### Evolution and inheritance

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Classifying living things

To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

To give reasons for classifying plants and animals based on specific characteristics.

## RE

### Religion and the Environment

To understand what at least one religion believes about caring for the environment.

To understand that people of no religion also have beliefs about caring for the environment.

To compare and contrast the beliefs about caring for the environment for those of different religions and those with no religion.

To discuss how religion affects moral issues including the environment.

### The Importance of Good Friday and Easter Sunday

To demonstrate an understanding of the significance of the crucifixion and resurrection.

To understand the impact of these beliefs on Christians today.

To know that Jesus is the Son of God.

To understand how belief in God affects Christians.

## History

### Ancient Greece

To order on a timeline the Ancient Greek period.

To learn about Greek archaeology, democracy, life, religion, wars (Athenians v Spartans), sport, art and pottery.

To know the impact the Greeks had on the world.

## Art

### Make My Voice Heard

To know that there are different styles of graffiti.

To create a graffiti tag.

To add 3D shadow to a tag.

To understand that the work of the artist Kathe Kollwitz is based on difficult experiences.

To draw a series of lines to create a simple portrait of a face.

To use Kathe Kollwitz as an inspiration to add to these lines to show and emotional expression.

To use charcoal to add shadows to a portrait drawing.

To know about some of the symbolism used in Picasso's 'Guernica'.

To plan and create a drawn composition in the style of Picasso's 'Guernica'.

To use symbols in my artwork to convey a message.

To use paint to produce a carefully finished piece of art in the style of 'Guernica'.

To know how to use masking tape to create a straight line.

To keep balance in a final composition by viewing work from a distance to see where tones of black, white and grey should be used.

To create a sculpture of a head using clay.

To convey a message or emotion in a sculpture.

To know to keep clay malleable using a drop of water.

## DT

### Food – Come Dine with Me

To know how to research a recipe by ingredient.

To understand that not all courses complement one another.

To list ingredients needed for a chosen recipe.

To read the method and make a list of the equipment needed.

To prepare ingredients and follow a recipe safely.

To describe the process of 'Farm to Fork' for a given ingredient.

To contribute a recipe page to a class cookbook.

## Music

### BBC Ten Pieces – Hans Zimmer

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.

To analyse features within different pieces of music.

To compare and contrast the impact that different composers from different times have had on people of that time.

### Charanga – You've got a friend

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.

To analyse features within different pieces of music.

To compare and contrast the impact that different composers from different times have had on people of that time.

## PE

### Invasion Games

To pass, receive and shoot the ball with increasing control under pressure.

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.

### Developing Fundamentals through multi-skills

To perform a variety of skills with greater speed and awareness.

To demonstrate and use an increasing range of skills with greater speed and awareness in practices and game situations.

To know and explain the difference between attacking skills and defending skills.

To plan as a team and organise themselves into different roles, using different formations, choosing and using skills and tactics that affect the game positively.

To use a variety of defending skills in team situations including how to mark and defend their goals, how to slow games down by keeping possession, making it hard to find space and putting pressure on an opponent.

To identify the different components of fitness and explain which are most important to specific games.

To give clear explanations of how warm up activities affect the body including knowing why warming up helps performance and prevents injury.

## PSHE

### Identity, society and equality

To learn about people who have moved to the UK from other places, (including the experience of refugees).

To learn about human rights and the UN Convention on the Rights of the Child.

To learn about homelessness.

Drugs, alcohol and tobacco education  
To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.

To learn about assessing the level of risk in different situations involving drug use.

To learn about ways to manage risk in situations involving drug use.

## Computing

### Intro to Python

To tinker.

To understand nested loops.

To create a programme with purpose.

To use loops.

To understand the use of random numbers.

### Big Data 1

To identify how barcodes and QR codes work.

To know how infrared waves transmit data.

To recognise the uses of RFID

To know how encoding keeps data safe.

To gather and analyse data in real time.

To analyse and evaluate data.