

English

Study River Boy, King of the Cloud Forests and Macbeth.

Discussion Text

To identify the language, grammar, organisational and stylistic features of balanced written discussions.

To write a balanced report of a controversial issue. 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.

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 discuss why and how scene changes are made and how they affect the characters and events. To recognise that authors use language carefully to influence the reader's view of a place or situation. To plan quickly and effectively the plot, characters and structure of own narrative writing. To vary narrative structure when writing complete stories.

Non-Chronological Report

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

Persuasion

To use reading to: investigate conditionals and their persuasive uses and build a bank of useful terms and phrases for persuasive argument.

To construct effective persuasive arguments.

Poetry

To explain the impact of figurative and expressive language, including metaphor.

To comment on poem's structures and how these influence meaning.

Recount

To select the appropriate style and form 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.

Geography

Rivers and Mountains.

To identify and locate of rivers and mountains. To explain the difference between mountains and volcanoes.

To identify the features of rivers and mountains. To explain the difference between divergent and convergent formations.

To know the process of rivers.

To discuss how water affects the environment.

Mathematics

Geometry

To draw 2-D shapes using given dimensions and angles.

To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Statistics

To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

To interpret and construct pie charts and line graphs and use these to solve problems.

To calculate the mean as an average.

Consolidation and preparation for SATS.

Mathematical Investigations.

Music

Charanga – Music and Me

To identify and move to the pulse with ease.

To think about the message of songs and compare, talking about what stands out musically in each of them, their similarities and differences.

To use musical words when talking about the songs.

To talk about the musical dimensions working together in the songs.

To experience rapping and solo singing.

To listen to each other and be aware of how you fit into the group.

To play a musical instrument with the correct technique within the context of the song.

To rehearse and perform their part within the context of the Unit song.

To lead a rehearsal session.

To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.

To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

To talk about the venue and how to use it to best effect.

To record the performance and compare it to a previous performance.

To discuss and talk musically about it.

Music Service

Computing

Big Data 2

To explain how data can be safely transferred. To investigate the data usage of online activities. To identify how data analysis can improve city life.

To design a system to turn a school into a smart school.

To present ideas for turning a school into a smart school.

Skills Showcase

To design an electronic product.

To code and debug a programme.

To use CAD to design a product.

To create a website.

To create and edit a video.

Summer Term Year 6 Rivers and Mountains!



Science

Electricity

To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches.

To use recognised symbols when representing a simple circuit in a diagram.

Titanic

To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

To take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written form.

French

Combien de pièces y a-t-il? How many rooms are there?

To say how many rooms are in my house.

To say which items of furniture are in each room of my house.

To use adjectives to describe items of furniture.

To understand and use the numbers 61 to 80.

To understand and use vocabulary associated with the theme park.

History

History of the River Tyne

To know the history of the River Tyne and River Wear.

To explain the importance of the rivers: movement of coal and ship building from the North East.

To identify the changes to British mountains: Ben Nevis, Snowdon and Scafell Pike.

To identify the changes to World mountain ranges: Himalayas, Andes, Alps, Rocky Mountains.

Art

Photography.

To create a photomontage image by selecting images and creating a new image with them.

To know about the history of photomontages.

To create a 'Truism' which communicates meaning and which has impact.

To know that contemporary artists use digital techniques to convey their messages.

To take photographs and make choices about how to edit and use them in context.

To create a successful close up photograph of a natural form and edit the photograph in appropriate software or apps.

To make decision about cropping, editing and presentation of photographic images.

To take photographs in different poses which show different expressions.

To develop a self portrait from a photograph and understand how this can be used to create expression in an image.

To combine photography with learning how to draw a portrait.

To take photography in different poses which show different expressions.

To replicate the mood and expression of a painting. To edit photos successfully.

Still life

To draw with attention to form line and layout.

To draw and observe with care.

To know that sketches are not the finished article and several attempts can be done.

To use charcoal and chalk to show light and shadow.

To create a piece of abstract art.

To create clear lines and shapes.

To use different materials to draw with.

To know what is meant by a negative image.

To pick out areas of light and shadow.

To know how to mix colours to create the hue that is needed.

To know how to mix darker and lighter tones.

To represent ideas graphically, combining words and graphics.

To justify the choice of graphics and words.

To create a box from pieces of thick paper or card.

PSHE

Sex and Relationships education

To learn about the changes that occur during puberty.

To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.

To learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.

To learn about human reproduction in the context of the human lifecycle.

To learn how a baby is made and grows (conception and pregnancy).

To learn about roles and responsibilities of carers and parents.

To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.

PE

Swimming

To swim competently, confidently and proficiently over a distance of at least 25m.

To use a range of strokes effectively. (for at least 15m).

To perform safe self-rescue in different water-based situations.

To know the dangers of water and how to act responsibly when playing in or near different water environments (Nationally & locally).

To develop survival and self-rescue skills.

To develop water safety.

To know what to do if others get into difficulties.

Athletics

To select and apply the best pace for a running event.

To perform jumps for height and distance using good technique.

To show accuracy and good technique when throwing for distance.

To lead a small group through a short warm-up routine.

Net Games

To use a wider range of skills in game situations.

To play cooperatively with a partner / in a team.

To demonstrate good decision making when making shots within a game.

To identify and use a variety of tactics.

Outdoor and Adventurous

To work effectively with a partner and a group.

To use critical thinking to form ideas.

To pool ideas within a group, selecting and applying the best method to solve a problem.

To reflect on when and how they are successful at solving challenges and adapt methods in order to improve.

To orientate and map efficiently to navigate around a course.

DT

Electrical Systems – Steady Hand Game

To assemble a motor.

To tweak a motor to improve its function.

To identify and name the components in a steady hand game.

To create a clear design criteria for a game.

To design a game and draw it from three different perspectives.

To cut and assemble a net.

To decorate the base to a high-quality finish.

To ensure that the side of the base are aligned when glued.

To make and test a circuit.

To incorporate a circuit into a base.

To name electrical components.

RE

Knowledge of Christianity

To consolidate understanding of Christianity studied during this year and across the key stage.

To organise research and prior knowledge.

To express this understanding in a way that reflects pupils' individuality, interests, and abilities.