YEAR GROUP:6	TERM: Autumn 2	TITLE: Hola Mexico
ENGLISH	MATHS	SCIENCE
Reading – Skills taught are ongoing throughout the year. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied *distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction *recommending books that they have read to their peers, giving reasons for their choices	**FRACTIONS** compare and order fractions, including fractions >1 identify the value of each digit in numbers given to three decimal places solve problems which require answers to be rounded to specified degrees of accuracy use common factors to simplify fractions; use common multiples to express fractions in the same denomination associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8) recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 × 1/2 = 1/8) multiply one-digit numbers with up to two decimal **GEOMETRY – POSITION AND DIRECTION** describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes	**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 microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. broad groupings, such as micro-organisms, plants and animals can be subdivided. classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals) discuss reasons why living things are placed in one group and not another. find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. **Working Scientifically:** Pose/select the most appropriate line of enquiry to investigate scientific questions Select and plan the most sitable line of enquiry, explaining which variables need to be controlled and why in a variety of comparative and fair tests Make their own decisions about which observations to make using test results and observations to make predictions or set up further comparative or fair tests Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. Decide how long to take measurements for, checking results with additional readings Identify and explain patterns seen in the natural environment Choose the most effective approach to record and report results linking to mathematical knowledge Identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion

*participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views **Writing GPS** Synonyms and Antonyms Word Classes Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out –discover; ask for –request; go in –enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags:He's your friend, isn't he?, orthe use of subjunctive forms such asIfI wereorWere theyto comein some very formal writing and speech]		Identify validity of conclusion and required improvement to methodology. Discuss how scientific ideas develop over time
COMPUTING	RE	PE
Microbits Produce algorithms independently using logical and appropriate structures to organise and record data:	**Christianity** learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians	**Gymnastics** Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence Perform sequences, on multiple levels to an audience with control and grace, using available apace expressively. Explain how they need to improve their own performance in order to achieve their personal best.

FRENCH	PSHE	MUSIC
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures	**Celebrating Difference** Being able to empathise with people who are living with disabilities How it can feel to be excluded or treated badly by being different in some way Strategies to manage my feelings in bullying situations Appreciate people for who they are Show empathy with people in different situations	Opportunity to play an instrument Compose a piece of music based on a theme (e.g. a film or a special event).
ART/DT	HISTORY	GEOGRAPHY
Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.	Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.	Use the web and satellite mapping tools to find out and present geographical information about a place. Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America. Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.