YEAR GROUP:6	TERM: Summer 2	TITLE: Darwin's Delights
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	**GEOMETRY – Properties of Shape** recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties) compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles **STATISTICS** interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average	**Animals Including Humans:** Identify the major parts of the human circulatory system and their functions. Recognise the importance of the classification system and its inception, giving reasons for how the groups and subgroups are chosen. Describe how animals must be adapted to their habitats for survival, using a range of animals and their adaptations as examples. Recognise and describe the damaging impact that some drugs and other substances can have on the human body. Explain how nutrients and water are transported within humans and animals. Describe how lifestyle is important for the health of the humans circulatory system, contributing towards a class policy on exercise and diet choices Describe how the life cycles of bacteria and viruses differ. Compare scientifically the effect that different exercises have on heart rate, making predictions and measuring heart rate accurately. **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** 2. Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.		Identify validity of conclusion and required improvement to methodology. Discuss how scientific ideas develop over time
COMPUTING	RE	PE
Scratch Design and create/use a range of programs to accomplish given goals Independently problem solve and model situations and processes by understanding and explaining the impact of changing variables and rules within a model Produce algorithms independently using logical and appropriate structures to organise and record data	**Islam** learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.	**OAA** Lead groups in problem solving, analysing their own effectiveness as a team leader.
FRENCH		MUSIC
describe people, places, things and actions orally and in writing Languages understand basic grammar appropriate to the language being studied and how these differ from or are similar to English.		Performance of production Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers. Describe how music can be used to create expressive effects and convey emotion. Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. Take the lead in performances and provide suggestions to others. Listen to and comment on the work of musicians and composers, indicating own preferences.
ART/DT	HISTORY	GEOGRAPHY

Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Choose the best materials for a task, showing an understanding of their working characteristics.	Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur. Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations. Follow independent lines of enquiry and make informed responses based on this. Describe how a significant individual or movement has influenced the UK or wider world. Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world. Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.	Use search engines, index, contents and other research techniques to locate and interpret information Name and locate the counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.