

YEAR GROUP:6	TERM: Autumn 2	TITLE: Frozen Kingdom		
<b>ENGLISH</b>	<b>MATHS</b>	<b>SCIENCE</b>		
<p>Reading – Skills taught are ongoing throughout the year.</p> <p>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</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p> <p>*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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p> <p>*recommending books that they have read to their peers, giving reasons for their choices</p>	<p><b>FRACTIONS</b></p> <p>compare and order fractions, including fractions &gt;1</p> <p>identify the value of each digit in numbers given to three decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>\frac{3}{8}</math>)</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>)</p> <p>multiply one-digit numbers with up to two decimal</p> <p><b>GEOMETRY – POSITION AND DIRECTION</b></p> <p>describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>	<p><b>Plants:</b></p> <p>Identify plants which have survived on Earth for millions of years and how we know this.</p> <p>Devise classification keys to identify plants in the immediate environment. Give reasons for classification and understand the significance of scientists’ work, from study.</p> <p>Research and describe similarities and differences between petals, leaves, stamen and stigma on a variety of plants found in the locality and elsewhere.</p> <p>Describe how plants have adapted and ultimately evolved to suit their environments using specific examples.</p> <p>Suggest why some plants have survived over time and some have not.</p> <p>Define the plant terms ‘annual’, ‘biennial’ and ‘perennial’, describing differences in life cycles and identifying plants of each type.</p> <p>Identify relationships between the seasons and a typical plant life cycle using observations from the school environment.</p> <p>Compare native plants with non-native plants and determine whether non-native plants can be classified in the same way as native plants.</p> <p><b>Working Scientifically:</b></p> <table border="1" data-bbox="1473 1278 2130 1471"> <tr> <td data-bbox="1473 1278 2130 1358">Pose/select the most appropriate line of enquiry to investigate scientific questions</td> </tr> <tr> <td data-bbox="1473 1358 2130 1471">Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why in a variety of comparative and fair</td> </tr> </table>	Pose/select the most appropriate line of enquiry to investigate scientific questions	Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why in a variety of comparative and fair
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\*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?, or the use of subjunctive forms such as I were or Were they to come in some very formal writing and speech]

### **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

Identify validity of conclusion and required improvement to methodology. Discuss how scientific ideas develop over time

<b>COMPUTING</b>	<b>RE</b>	<b>PE</b>
<p>Produce algorithms independently using logical and appropriate structures to organise and record data:</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<p><b>Christmas Story</b></p> <p>recall The Christmas Story using a storyboard with pictures and captions; interpret a scene from a photograph; list key similarities and differences between the two gospel accounts of The Christmas Story; identify the key truth within The Christmas story; make a Christingle and complete information about Christingles; use prompts to create a role play explaining a Russian Christian story.</p>	<p>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 space expressively. Explain how they need to improve their own performance in order to achieve their personal best Move in time to music, creating movements that express the meaning and mood of the piece.</p>
<b>FRENCH</b>	<b>PSHE</b>	<b>MUSIC</b>
<p>Write a short text on a familiar topic, adapting and substituting words for effect/clarity. Use a dictionary or glossary to check words and phrases Spell an increasing number of words correctly in a short piece of writing.</p>	<p><b>Celebrating Difference</b></p> <p>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</p>	<p>Compose a piece of music based on a theme (e.g. a film or a special event).</p>
<b>ART/DT</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>

<p>Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.</p> <p>Combine images using digital technology, colour, size and rotation.</p> <p>Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme of genre.</p>	<p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p> <p>Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy.</p>	<p>Produce accurate scaled maps.</p> <p>Present findings both graphically and in writing using appropriate vocabulary.</p> <p>Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.</p>
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