

YEAR GROUP:6	TERM: Spring 1	TITLE: Peasants, Princes and Pestilence								
ENGLISH	MATHS	SCIENCE								
<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>Number – Decimals and Percentages</b></p> <p>places by whole numbers</p> <p>divide proper fractions by whole numbers (e.g. <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>)</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</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>use written division methods in cases where the answer has up to two decimal places</p> <p><b>Number – Algebra</b></p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy number sentences involving two unknowns</p> <p>enumerate all possibilities of combinations of two variables</p> <p>use simple formulae</p> <p>generate and describe linear number sequences</p>	<p><b>Light and Sound:</b></p> <p>Identify parts of the eye and draw a diagram showing how light enters our eyes in order to see, using the correct scientific vocabulary</p> <p>Describe how white light can be split using prisms and droplets of water and what colours white light is made from.</p> <p>Explain how light behaves and travels in straight lines. Demonstrate, using a model or diagram, how this explain why we can see objects and how shadows are formed.</p> <p>Classify a range of objects or surfaces for their reflective qualities using scientific testing.</p> <p>Compare how a beam of light changes direction (refraction) when passing through different mediums, such as water and air.</p> <p>Recognise the dangers of using lasers and how they can be used safely.</p> <p><b>Working Scientifically:</b></p> <table><tr><td>Pose/select the most appropriate line of enquiry to investigate scientific questions</td></tr><tr><td>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 tests</td></tr><tr><td>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</td></tr><tr><td>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</td></tr><tr><td>Identify and explain patterns seen in the natural environment</td></tr><tr><td>Choose the most effective approach to record and report results linking to mathematical knowledge</td></tr><tr><td>Identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion</td></tr><tr><td>Identify validity of conclusion and required improvement to methodology. 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<p>*participate in discussions about books, building on their own and others’ ideas and challenging views courteously</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p> <p>Punctuation 1</p> <p>(6G5.10)Using a colon to introduce a list</p> <p>(6G5.10)Use of the colon to introduce a list</p> <p>(6G5.11)Use of semi-colons within lists</p> <p>(6G5.14)Punctuating bullet points consistently</p> <p>(6G5.14)Punctuation of bullet points to list information</p> <p>Active and Passive</p> <p>(6G4.4)Using passive verbs to affect the presentation of information in a sentence</p> <p>(6G4.4)Use of the passive to affect the presentation of information in a sentence [for example,I broke the window in the greenhouseversusThe window in the greenhouse was broken (by me)]</p> <p>Formal and Informal</p> <p>(6G7.4)Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>(6G7.2)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]</p> <p>(6G7.3)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]</p>		
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<b>COMPUTING</b>	<b>RE</b>	<b>PE</b>
<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Explain that changing the numerical data affects a calculation</p> <p>Create data collection forms and enter data from these accurately. Make graphs from the calculations on their spreadsheet. Sort and filter information.</p>	<p>Christianity</p> <p>Evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>Use and adapt tactics, choosing the most effective one for different situations</p> <p>Apply tactical knowledge effectively in attacking and defending situations.</p>
<b>FRENCH</b>	<b>PSHE</b>	<b>MUSIC</b>
<p>Use a widening vocabulary, referring to bilingual dictionaries and glossaries for alternatives Manipulate language using vocabulary and structures for a range of purpose and audiences</p> <p>Conjugate verbs for person then tense</p>	<p><b>Dreams and Goals</b></p> <p>Understanding what is important to me.</p> <p>Working out learning steps to achieve a goal.</p> <p>Identify problems and have the confidence to talk about them.</p> <p>Help make a difference</p> <p>Give praise and compliments to other people.</p>	<p>Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).</p>
<b>ART/DT</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>
<p>Select and combine materials with precision.</p> <p>Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing).</p>	<p>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.</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p> <p>Follow independent lines of enquiry and</p>	<p>Use search engines, index, contents and other research techniques to locate and interpret information</p> <p>Name and locate the counties and cities of the United Kingdom, identifying and describing their human and physical characteristics..</p>

	<p>make informed responses based on this. Describe how a significant individual or movement has influenced the UK or wider world.</p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	
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