

Maths:
Statistics
-Interpret and construct pie charts and line graphs and use these to solve problems.
-Calculate and interpret the mean as an average.
-Complete, read and interpret information in tables, including timetables.
Consolidation:

- Division & multiplication —long, short, mental methods and with decimals.
- Addition & subtraction - up to 4 digits, decimals, fractions and mixed numbers with different denominators
- Squared, cubed and prime numbers
- Percentages

Cross Curricular Links: **Topuc – statistics —comparing data, climate, trade links etc.**

Art/DT:
Observational drawings and paintings - Use techniques, colours, tones and effects in an appropriate way to represent things seen. Use different techniques, colours and textures when designing and making pieces of work and explain their choices.
DT: Making an electrically powered vehicle -
Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.
Apply knowledge of materials and techniques to refine and re-work product to improve its functional and aesthetic properties. Use technical knowledge accurate skills to problem solve during making.
Use knowledge of famous designs to further explain effectiveness

PSHE:
Relationships/changes
- To research, discuss and debate topical issues, problems and events.
- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.
- that their actions affect others, to care about other people’s feelings and to try to see things from their point of view.
- to think about the lives of people living in other places and times, and people with difference values and customs.
- to recognise that as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- to be aware of the different types of relationships, including marriage and those between friends and family, and to develop the skills to be effective in relationships.

History / Geography:
History of London & the UK - Can describe the changes in Britain from the Stone Age to the Iron Age.
Can describe the Roman Empire and it’s impact on Britain.
Can describe Britain’s settlement by the Anglo-Saxons and Scots
Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Can describe a study of an aspect or theme in British history beyond 1066.
Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
Can note connections, contrasts and trends over time and show some use of historical terms.

Science:
Working scientifically
Describe and evaluate my own and other people’s scientific ideas using evidence from a range of sources.
Finding things out using a range of secondary sources of information.
Show the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit.
Compare and give reasons for how components function.
Draw a diagram using recognised symbols to represent a simple circuit.

Cross Curricular Links:
Maths—statistics
PE— how do our bodies adapt and change to deal with pressure of exercise.
Writing— Report writing about evolution and inheritance.
Persuasive letter to government to stop designer dog breeding. .

Year 6

HISTORY OF LONDON & THE UK

Electricity

Summer Term 2 2019

PE:
Cricket- Strike a ball with a range of bats for accuracy and distance.
Athletics - Understand that being healthy incorporated body, mind and lifestyle.
Identify the impact of a good social life on happiness.
Recognise role on keeping immediate environment safe and healthy and offer suggestions.
/Healthy minds and bodies - Explain the various aspects of mental health.
Understand different levels of confidence and its effect on life.
Understand emotional intelligence.

Languages: French
-Understand more challenging texts on a range of topic areas, recognising some details and opinions heard.
-Engage in longer conversations, asking for clarification where necessary.
-Create own sentences using knowledge of basic sentence structure.
-Use pronunciation and intonation effectively to accurately express meaning and engage an audience.
-Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.
-Attempt to read a range of texts independently, using different strategies to make meaning.
-Use vocabulary learnt from reading in different contexts and use dictionaries to find a wider range of words.

Cross Curricular Links:
Maths—reading timetables

ICT:
Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.

English:
Reading: (Class Text: **The London Eye Mystery**)
-Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling.
-Read age appropriate books, including whole novels, with confidence and fluency.
-Summarise main ideas drawn from more than one paragraph, identify key details that support the main idea and use quotations for illustration.
-Identifying how language, structure and presentation contribute to meaning.
Writing: Recounts, (Half Term, London), Poetry
-Use organisational and presentational/layout devices to structure text and guide the reader (e.g. heading, bullet point etc.)
-Use the passive voice to present information.
-Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.
-Describing settings, characters and atmosphere.
-Write legibly, fluently and with increasing speed, deciding how to join specific letters.
-Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
-Plan and write by identifying audience for and purpose of the writing, selecting the appropriate form.
-Draft and write by accurately precisising longer passages.
-Evaluate and edit effectiveness of own and others’ writing by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
-Ensure correct tenses used throughout a piece of writing.
-Ensure correct subject and verb agreement when using singular and plural.
-Proof reading linked to Y5/6 spelling, punctuation errors *including semi-colons, colons, dashes, punctuation of bullet points and hyphens).
-Spell most Y5/6 words correctly.
-Use dictionary to check spelling and meaning of uncommon or more ambitious vocabulary.
-Use a thesaurus with confidence.

Cross Curricular Links:
Writing—Art — Poetry about London landmarks, skylines link with sketches.

MUSIC—Production — sing as part of an ensemble with full confidence and precision
Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.

RE:
Pentecost & Other Faiths
AT1:
Show a knowledge and understanding of:
- religious symbols and the steps involved in religious actions and worship.
Show understanding of, by making direct links between:
-beliefs and sources.
-beliefs and worship
AT2:
Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose.
Show an understanding of how own and other’s decisions are informed by beliefs and moral values.
AT3:
- use sources to support a point of view
- express a point of view and give reasons for it.
-arrive at judgements
- recognise differences, comparing and contrasting different points of view.

Cross Curricular Links:
Art —Tibetan Prayer Flags