

**Maths:**

**Fractions**

- Recall and use equivalence between simple fractions, decimals and percentages.
- Multiply simple pairs of proper fractions.
- Divide proper fractions by whole numbers.
- Associate a fraction with division and calculate decimal fraction equivalents.
- Use knowledge of the order of operations to carry out calculations involving the four operations.

**Ratio and proportion**

- Solve problems involving the relative size of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving the calculation of percentages.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Simplify ratios

**Consolidation:**

- Order of operations
- Adding and subtracting fractions with different denominators and fractions >1.
- Multiplication and division of up to 4 digits by 2 digits (including with decimal remainders)
- Factors, multiples, squares, cubes and prime numbers.

**Cross Curricular Links:**

Science—ratio and proportion—ratio of different components within blood.

**Science:**

**Working scientifically**

- Taking accurate measurements using a range of scientific equipment.
- Recording data and results using labels, keys, tables and graphs.
- Reporting and presenting findings including conclusions, causal relationships and explanations of trust in results both orally and written formally.

**Animals including humans**

- Identify and name main parts of the human circulatory system, describing functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.
- Describe how nutrients and water are transported within animals, including humans.

**Cross Curricular Links:**

Maths—measuring heart rate, graphs to present measures  
 PE— healthy bodies, effect of exercise on the body  
 DT—evaluating and designing healthy meals  
 Writing— write up of heart rate investigation.

**English:**

**Reading:** (Class Text: Pig Heart Boy)

- 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.
- Discuss themes and conventions in and across a range of writing.
- 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.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

**Writing:**

**Discussion & Argument**

- Plan writing by noting and developing ideas, drawing on reading and research.
- Link ideas using cohesive devices.
- Distinguish between the language of speech and writing and choosing the appropriate register.
- Manage shifts in formality.
- Colon to introduce a list and semi-colons within lists.
- Use the perfect form of verbs to mark relationship of time and cause.
- Homophones and near homophones.
- Synonyms and antonyms.

**Cross Curricular Links:**

Writing—Argument and discussion writing on the ethical use of animal organs for human organ transplant  
 British Values— law, individual liberty and mutual respect—explored through Pig Heart Boy text.  
 Science—human circulation, ethical issues surrounding transplanting animal organs.

**Art/DT:**

**Art:**

**Van Gogh, Warhol, Dali, Da Vinci, Monet, Matisse & Kandinsky**

- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
- Explain and justify preferences towards different styles and artists.

**DT:**

**Healthy bodies**

- Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.
- Use information on food labels to inform choices.
- Research, plan, prepare and cook a savoury dish, applying knowledge of ingredients and technical skills.

**Cross Curricular Links:**

Science—Animals including humans—healthy bodies  
 PE—impact of diet and exercise on the body.  
 Writing—writing description of different artists' styles.

**ICT:**

- Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.
- Create programs which use variables.
- Use variables, sequence, selection and repetition in programs.

**History / Geography:**

NA this half term due to science based topic.

# Year 6

## PIG HEART BOY

### Humans including Animals

### Spring Term 1 2020

**PE:**

**Dance/Healthy bodies** - Evaluate whether a diet is healthy or not using vitamins and minerals to justify the answer.

- Identify how different food should be eaten for nutritional purposes.
- Explain the effect high cholesterol has on the human body.
- Understand that endorphins are released during exercise and that these are linked with happiness.
- Explain the different parts of sleep and why this is important for the body.
- Use scientific vocabulary to explain what happens to our bodies during and after exercise.
- Explain the difference between good and bad bacteria.

**Cross Curricular Links:**

Science—effects of exercise on the body, diet and fitness, the human circulatory system.  
 DT—healthy diets and meals.

**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:**

RE—revelations—Our Lady of Lourdes, Catholic Practises in France.

**RE:**

**Christmas**

To know the Prologue of St John's Gospel.

To understand the images of Jesus contained in the Prologue.

Using the Prologue, explore the relationship between Jesus and the Father.

To understand the terms 'Incarnation' and 'Word made flesh'.

**Revelation**

- Compare own and others' ideas about questions that are difficult to answer.
- Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences.
- Make links between religious stories and beliefs.
- Give reasons for certain actions by believers and engage with questions of life in the light of religious teaching.
- Make links to show how feelings and beliefs effect their behaviour and that of others.

**Cross Curricular Links:**

Writing Argument and discussion writing:  
 -Looking at the different accounts of Jesus' birth according to the Gospels of St Matthew and of St Luke.  
 -Why do people choose to live a life of or not to live a life of faith?