

Maths:
Measures
 -Solve problems involving calculation and conversion between units of measure (up to 3dp).
 -Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger and vice versa.
 -Convert between miles and km.
Geometry (3D & position and movement)
 -Recognise, describe and build simple 3D shapes, including making nets.
 -Describe position on the full co-ordinate grid (all four quadrants).
 -Draw and translate simple shapes on the co-ordinate plane and reflect them in the axis.
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

Cross Curricular Links:
Science – statistics —comparing data over generations of species.

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.
Evolution and inheritance
 Explain that the living things on Earth now are different to those inhabiting Earth millions of years ago and that fossils provide this information.
 Explain that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.
 Give examples of how animals and plants adapt to suit their environments and explain that adaptation may lead to evolution.
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. .

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.
 -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.
 -Participate in discussion about books, building on own and others’ ideas and challenging views courteously and with clear reasoning.
 -Explain and discuss understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
 -Provide reasoned justifications for views. **Writing:**
Narrative/Story Writing
 -plan their writing by:
 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 noting and developing initial ideas, drawing on reading and research where necessary
 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 draft and write by:
 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 precising longer passages
 using a wide range of devices to build cohesion within and across paragraphs
 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
 evaluate and edit by:
 assessing the effectiveness of their own and others’ writing
 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 ensuring the consistent and correct use of tense throughout a piece of writing
and ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech writing and choosing the appropriate register

Art/DT:
Art:
Matisse & Kandinsky
 -Describe the work and ideas of various artists, architects and designers, suing appropriate vocabulary and referring to historical and cultural contexts.
 -Explain and justify preferences towards different styles and artists.
Perspective drawings - Begin to develop an awareness of composition, scale and proportion in their work.
 Use simple perspective in their work using a simple focal point and horizon.

PSHE:
-Thrive
 - recognise their worth as individuals, identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
 - to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.

ICT:
 -Include use of sequences, selection and repetition with the hardware to explore real world systems.
 Solves problems by decomposing them into smaller parts.
 Create programs which use variables.

Music
 § play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 § improvise and compose music for a range of purposes using the inter-related dimensions of music
 § listen with attention to detail and recall sounds with increasing aural memory

Year 6

PIG HEART BOY

Humans including Animals

Spring Term 2 2020

PE:
Football/Tag Rugby
/Healthy minds and bodies - Explain the various aspects of mental health.
 Understand different levels of confidence and its effect on life.
 Understand emotional intelligence.
 Perform a ‘football dribble’.
Cross Curricular Links:
PSHE—Thrive—working within a team.

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

RE:
Lent & Holy Week
 -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.
 Use a developing religious vocabulary widely, accurately and appropriately.
 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. -beliefs and worship