

**Year Six Term 1      The Battle Of Britain**

<b>English</b>	<b><u>Reading for Enjoyment</u></b>	
	<p><b>Poem</b> –Diamante poems  <b>Narrative</b> – The great white man eating shark</p> <p><b>Narrative</b>(suspense)– The Hand</p> <p><b>Test SATs paper:</b> Trapped (longer)  It's a mystery! 2007 (shorter)</p>	<p>Private Peaceful by Michael Morpurgo</p> <p>Reading booklets  Leaving Home  Caving in Daveley Dale</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Place value including decimals</li> <li>• Mental and written addition</li> <li>• Mental and written multiplication (time)</li> <li>• 2D and 3D shape</li> <li>• Mental and written subtraction</li> <li>• Mental and written division</li> </ul>	
<b>Science</b> (Data logging)	<p><b><u>Electricity</u></b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Build on work from Year 4</li> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.</li> <li>• <b>Note:</b> Pupils are expected to learn only about series circuits, not parallel circuits.</li> <li>• Pupils should be taught to take the necessary precautions for working safely with electricity.</li> </ul> <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	
<b>History</b>	<p><b><u>A Theme in British History – A Major Turning Point – The Battle of Britain</u></b>  <b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• To say where a period of history fits on a timeline</li> <li>• Place a specific event in a timeline by decade</li> <li>• Place features of historical events and people from past societies and periods in a chronological framework</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Summarise main events from a specific period in history explaining the order in which key events happened.</li> <li>• Summarise how Britain has had an influence of world history.</li> <li>• Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.</li> <li>• Describe features of historical events and people from past societies and periods they have studied.</li> <li>• Recognise and describe differences and similarities/changes and continuity between different periods of history.</li> <li>• Appreciate that significant events in history have helped shape the country we have today.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> <li>• Identify and explain their understanding of propaganda</li> <li>• Describe a key event from Britain's past using a range of evidence from different sources.</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• <i>To pose and answer their own historical questions</i></li> <li>• <i>Suggest why there may be different interpretations of events.</i></li> <li>• <i>Suggest why certain events might be seen as more significant than others.</i></li> <li>• <i>Suggest relationships between causes in history</i></li> <li>• <i>Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</i></li> </ul>	
<b>Geography</b>	No geography	
<b>Computing</b>	<p><b><u>Multi-media Presentation – Ipad I movie</u></b></p> <ul style="list-style-type: none"> <li>• Focus: Present a film for a specific audience and then adapt the film for a different audience.</li> <li>• Create a sophisticate multimedia presentation.</li> <li>• Confidently choose the correct page set up option when creating a document.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>NC: 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</i></li> </ul>
<b>Religious Education</b>	<p><b><u>What qualities are important to religious leaders? (compare 3 different religions)</u></b></p> <ul style="list-style-type: none"> <li>• What qualities are important to present day religious leaders?</li> <li>• Why do we need leaders?</li> <li>• What qualities do leaders possess?</li> <li>• What are the expectations of a leader?</li> <li>• Who is an important leader for?</li> <li>• What does it mean to be a leader in this community?</li> <li>• Why is the role of the leadership important?</li> </ul>
<b>Physical Education</b>	<p><b><u>Games – Handball</u></b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> <li>• Can they lead others in a game situation?</li> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>• Can they analyse and explain why they have used specific skills or techniques?</li> <li>• Can they modify use of skills or techniques to improve their work?</li> <li>• Can they create their own success criteria for evaluating?</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> <li>•</li> </ul> <p><b><u>Fairplay House – Outdoor adventurous games</u></b></p> <p><b><u>Coach – Kwik cricket</u></b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> <li>• Can they lead others in a game situation?</li> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>• Can they analyse and explain why they have used specific skills or techniques?</li> <li>• Can they modify use of skills or techniques to improve their work?</li> <li>• Can they create their own success criteria for evaluating?</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> </ul>
<b>Art and Design</b>	<p>Link to RE for place of worship competition</p>
<b>Design and technology</b>	<p><b><u>Cooking and nutrition – making pizzas</u></b></p> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>• Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> <li>• Can they use a range of information to inform their designs?</li> <li>• Can they use market research to inform plans?</li> <li>• Can they work within constraints?</li> <li>• Can they follow and refine their plan if necessary?</li> <li>• Can they justify their plan to someone else?</li> <li>• Do they consider culture and society in their designs?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products.</b></p> <ul style="list-style-type: none"> <li>• Can they use tools and materials precisely?</li> <li>• Do they change the way they are working if needed?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>• How well do they test and evaluate their final product?</li> <li>• Is it fit for purpose?</li> <li>• What would improve it?</li> <li>• Would different resources have improved their product?</li> <li>• Would they need more or different information to make it even better?</li> <li>• Does their product meet all design criteria?</li> <li>• Did they consider the use of the product when selecting materials?</li> <li>• Can they justify design in relation to the audience?</li> <li>• Can they justify why the chosen material was the best for the task?</li> <li>• Can they explain how their product should be stored with reasons?</li> </ul> <p>Link to cake stall RE/Citizenship week – raising money</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Exploring Rounds</li> <li>• Can they sing a harmony part confidently and accurately?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• <i>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</i></li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Do they understand longer passages made up of familiar language in simple sentences?</li> <li>• Can they identify the main points and some details?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Can they hold a simple conversation with at least 3-4 exchanges?</li> <li>• Can they use their knowledge of grammar to adapt and substitute single words and phrases?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Can they understand a short story or factual text and note some of the main points?</li> <li>• Can they use context to work out unfamiliar words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Can they write a paragraph of about 3-4 simple sentences?</li> <li>• Can they adapt and substitute individual words and set phrases?</li> <li>• Can they use a dictionary or glossary to check words they have learnt?</li> </ul>
<b>PSHE</b>	<p><b>e-safety</b></p> <p><b><u>Jigsaw-Being Me in My World</u></b></p> <p><b>My year ahead</b> Can we help others to feel welcome?</p> <p><b>Being a global citizen 1</b> Can we try to make our school community a better place?</p> <p><b>Being a global citizen 2</b> Can we think about everyone's right to learn?</p> <p><b>Rewards and consequences</b> Do we care about other people's feelings?</p> <p><b>Our learning charted</b> Can we work well with others?</p> <p><b>Owning our learning charter</b> Do we choose to follow the learning charter?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• RAF Museum</li> <li>• Buddhist Temple</li> <li>• Pizza express</li> <li>• Focus Week Black History/Cross country run</li> <li>• Parent workshops</li> </ul>