

Year Six Term 2 Electricity	
English	Reading for Enjoyment
	<p>Biography-Harriet Tubman (Black History)</p> <p>Balanced argument -- Animals in captivity Debating (Trip to London zoo) Big Write</p> <p>Thief! – Malorie Blackman</p> <p>Reading Booklets: Spiders Heartbeat</p>
Mathematics	<ul style="list-style-type: none"> • Fractions • Fractions, percentages, ratio and proportion • Geometry – angles/statistics pie charts • Measurement – length, including perimeter and mass • Measurement – area and volume • Assessment week
Science	<p><u>Light</u></p> <ul style="list-style-type: none"> • Build on work from year 3 and 4 • Explore the way light behaves including light sources, reflection and shadows • Extend experience of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects they cast them <p>Ideas</p> <ul style="list-style-type: none"> • <i>Explore the way that light behaves, including light sources, reflection and shadows.</i> • <i>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. Telescopes, binoculars, magnifying glasses, Newton’s first reflecting telescope.</i> • <i>They might investigate the relationship between light sources, objects and shadows by using shadow puppets.</i> • <i>They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</i>
History	<p><u>A local study over time– The Changing Docks</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • To say where a period of history fits on a timeline • Place a specific event in a timeline by decade • Place features of historical events and people from past societies and periods in a chronological framework <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Summarise main events from a specific period in history explaining the order in which key events happened. • Summarise how Britain has had an influence of world history. • Describe features of historical events and people from past societies and periods they have studied. • Recognise and describe differences and similarities/changes and continuity between different periods of history. • Appreciate that significant events in history have helped shape the country we have today. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • Identify and explain their understanding of propaganda • Describe a key event from Britain’s past using a range of evidence from different sources. <p>Challenging</p> <ul style="list-style-type: none"> • To pose and answer their own historical questions • Suggest why there may be different interpretations of events. • Suggest why certain events might be seen as more
Geography	No Geography
Computing	<p><u>Using the Internet</u></p> <ul style="list-style-type: none"> • Focus: Contribute to discussions on line • Use a search engine using keywords searches

	<ul style="list-style-type: none"> • Use complex searches using such as '+' 'OR'. "Find the phrase in inverted commas" • <i>NC: understand computer networks including the internet; how they can provide multiple services, such as the world wide web.; and the opportunities they offer for communication and collaboration.</i> • <i>NC: use search technologies effectively appreciate how results are selected and ranked and be discerning in evaluating digital content.</i>
Religious Education	<p><u>How is Faith expressed through the arts?</u></p> <ul style="list-style-type: none"> • How do we express our feelings? • How might music/dance be used as a way of expressing worship for believers? • How can colour express religious feelings and ideas? • How is sculpture used in religion? • How is faith expressed through drama? • How does Islamic art help Muslims to worship?
Physical Education	<p>Gymnastics – Matalan cards</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Do they combine their own work with that of others? • Can they link their sequences to specific timings? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? <p>Evaluating and improving</p> <ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? <p>Health and fitness</p> <ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? <p><u>Coach – Games Netball/basketball</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? <p>Evaluating and improving</p> <ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? <p>Health and fitness</p> <ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise?
Art and Design	<p><u>3D People in Action</u></p> <p>Sketch Books</p> <ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and texts based research of commercial design, for example magazines etc. to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?
Art skills Taught in RE	<p><u>Collage – link to RE</u></p> <ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape? • Plant vegetables ready for making pizza next term
Music	<ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (including melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? • <i>Can they show how a small change of tempo can make a piece of music more effective?</i> • <i>Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</i>
French	<p>Listening and responding</p> <ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p>Speaking</p> <ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p>Reading and responding</p> <ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points?

	<ul style="list-style-type: none"> • Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?
PSHE	<p>e-safety lesson</p> <p><u>Celebrating Difference (including anti-bullying)</u></p> <p>Am I normal? Can they accept that everyone is different?</p> <p>Understanding disability Can they include others when working and playing?</p> <p>Power struggles Do they know how to help if someone is being bullied?</p> <p>Why bully? Do they try to solve problems?</p> <p>Celebrating difference Can they use kind words?</p> <p>Celebrating difference Can they give and receive compliments?</p>
Enrichment	<ul style="list-style-type: none"> • Docklands Museum – Snapshot Docklands • Docks • Anti-bullying Week • London Zoo • Christmas concerts