

**Year Six Term 3**

English	<b>Reading for Enjoyment</b>	
	<p><b>Non Chronological Report – Dogs</b></p> <p>SATs test: <b>Tongo Lizard</b> (longer)</p>	<p>There’s a boy in the girls bathroom – Lois Sachar Reading Booklets: Ocean Voices Asrai</p>
<p>Persuasive unit – Topic TBC</p> <p>Big Write: Spider Supporter Testbase</p>	<p><b>Writing pieces for moderation</b></p> <p>NC report Final assessment Cross curricular <b>SATs paper 2010</b> Tongo Lizard Simply the Best (persuasion) Spider Supporter (persuasive)</p>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Place value, sequences and coordinates</li> <li>• 2D shape, coordinates, translation and reflection</li> <li>• Measurement – temperature and mean</li> <li>• Calculating with fractions</li> <li>• Mental and written division</li> <li>• Mental and written multiplication</li> <li>• Assessment Week</li> </ul>	
<p><b>Science</b></p> <p>Revision States of matter Yr4 Properties and changes Yr5</p>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system)</li> <li>• To explore and answer questions that help them to understand how the circulatory system enables the body to function.</li> <li>• Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</li> </ul> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	
<b>History</b>	No history	
<b>Geography</b>	No geography	
<b>Computing</b>	<p><b><u>Databases Handling Data</u></b></p> <p><b>Programme: Junior Viewpoint ITASS plans</b></p> <ul style="list-style-type: none"> <li>• Focus: Identify data error, patterns and sequences</li> <li>• Use the formulae bar to explore maths scenarios</li> <li>• Create their own database and present information from it.</li> <li>• <i>NC: use search technologies effectively appreciate how results are selected and ranked and be discerning in evaluating digital content.</i></li> </ul>	
<b>Religious Education</b>	<p><b><u>What is a children’s hospice, and how does it help people with ideas about death?</u></b></p> <ul style="list-style-type: none"> <li>• What is death?</li> <li>• What is a children’s hospice?</li> <li>• What do Hindus believe about life after death?</li> <li>• What do Sikhs and Buddhists believe about death?</li> <li>• What do Christians believe about life after death?</li> <li>• What do Muslims believe about life after death?</li> <li>• Is death the end?</li> <li>• How do people cope after someone they know has died?</li> </ul>	
<p><b>Physical Education</b></p> <p><b>Dance</b></p>	<p><b><u>Dance – see Matalan cards</u></b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> <li>• Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?</li> <li>• Can they perform to an accompaniment expressively and sensitively?</li> <li>• Can they perform dances fluently and with control?</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> <li>• Do they use appropriate criteria to evaluate and refine their own and others’ work?</li> <li>• Do they talk about dance with understanding, using appropriate language and terminology?</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>• Can they warm-up and cool-down independently?</li> <li>• Do they understand how dance helps to keep them healthy?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• <i>Can they interpret different stimuli with imagination and flair?</i></li> <li>• <i>Can they create, refine and structure movements and patterns with artistic understanding?</i></li> <li>• <i>Can they communicate the artistic intention of a dance clearly, fluently, musically and with control?</i></li> <li>• <i>Do they take the lead when working in a group?</i></li> <li>• <i>Can they help others to refine and structure movements and patterns?</i></li> <li>• <i>Do they understand why dancing is good for their health?</i></li> <li>• <i>Can they organise their own warm-up and cool-down activities to prepare for, and recover from, dance?</i></li> <li>• <i>Do they describe, interpret and evaluate dance, using appropriate language and terminology?</i></li> </ul> <p><b>Coach – football</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>	No art and design
<b>Design and technology</b>	No art and design
<b>Music</b>	<ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and accurately?</li> <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>e-safety</p> <p><b>Dreams and Goals</b></p> <p><b>Personal learning goals</b> Can they stay motivated when doing something challenging?</p> <p><b>Steps to success</b> Can they keep trying even when it is difficult?</p> <p><b>My dream for the world</b> Can they work well with a partner or in a group?</p> <p><b>Helping to make a difference</b> Do they have a positive attitude?</p> <p><b>Helping to make a difference</b> Can they help others to achieve their goals?</p> <p><b>Recognising our achievements</b> Are they working hard to achieve their own dreams and goals?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Citizenship week</li> <li>• Numeracy Week</li> <li>• Football tournament</li> <li>• Drug Education</li> <li>• Spelling Bee Competition</li> <li>• Houses of Parliament</li> </ul>

	<ul style="list-style-type: none"><li>• Aspirations  Week</li></ul>
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