

Year Six Term 5 Animals including humans

English		Reading for Enjoyment
	SATS grammar revision	Picture Books Wolf pack
	SATs paper 2010 Miptor (non-chronological report)	2014 sample paper themed
	Cross Curricular piece – volcanoes?	Writing pieces for moderation
		Macbeth (narrative) Newspaper report Final assessment SATs paper 2010 Miptor (non-chronological report) Simply the Best (persuasion)
Mathematics	<ul style="list-style-type: none"> • Place value, decimals and fractions • Mental and written calculation • Calculating fractions, ratio and proportion • Coordinates, translation and reflection • Algebra and sequences • Measurement (length and time) and statistics - mean 	
Science	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p><u>Ideas</u></p> <ul style="list-style-type: none"> • Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time • They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. • They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer, or the development of insulating fur on the arctic fox. • Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. <p>Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p> <ul style="list-style-type: none"> • 	
History	No history	
Geography	No geography	
Computing	<p><u>Multi-media Presentation – Powerpoint</u></p> <ul style="list-style-type: none"> • Create a sophisticate multimedia presentation. • Confidently choose the correct page set up option when creating a document. <p><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></p>	
Religious Education	<p><u>What similarities and differences do religions share?</u></p> <ul style="list-style-type: none"> • Which communities do I belong to? • Why is the Church important for Christians? • How does the Church building reflect Christian beliefs? • Why is the Mosque important to Muslims? • What is the ‘Ummah’? • What are the similarities and the differences between Islam and Christianity? 	
Physical Education	<p><u>Athletics – Matalan cards</u></p> <p><u>Acquiring and developing skills</u></p> <ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? • Can they demonstrate stamina? • Can they use their skills in different situations? <p><u>Evaluating and improving</u></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><u>Health and fitness</u></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>Coach – Kwik cricket</p>	

	<p><u>Acquiring and developing skills</u></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><u>Evaluating and improving</u></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><u>Health and fitness</u></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>Artists Day –</p> <p><u>A Sense of Place</u></p> <ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? <p><u>Printing</u></p> <ul style="list-style-type: none"> • Can they overprint using different colours? • Do they look carefully at the methods they use and make decisions about the effectiveness of their printing methods? • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? <p><u>Use of ICT</u></p> <ul style="list-style-type: none"> • Do they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation?
Design and technology	<p><u>Textiles – Pencil Cases</u></p> <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they use a range of information to inform their designs? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? <p>Working with tools, equipment, materials and components to make quality products.</p> <ul style="list-style-type: none"> • Can they use tools and materials precisely? • Do they change the way they are working if needed? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials? • Can they justify design in relation to the audience? • Can they justify why the chosen material was the best for the task? • Have they thought about how their product could be sold? • Have they given considered thought about what would improve their product even more? <p>Stiff and flexible materials</p> <ul style="list-style-type: none"> • Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product?
Music	<ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • <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>
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? • 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>Relationships</u></p> <p>My relationship web Do they know how to make friends?</p> <p>Love and loss 1 Can they try to solve friendship problems when they occur?</p> <p>Love and loss 2 Can they help others to feel part of a group?</p> <p>Power and control Do they show respect in how they treat others?</p> <p>Being safe with technology 1 Do they know how to help themselves and others when they feel hurt or upset?</p> <p>Being safe with technology 2 Do they know and show what makes a good relationship?</p>
Enrichment	<ul style="list-style-type: none"> • SATs Week • Chessington • Darwin – Natural History Museum • Focus week – Art week and Science Week