

Year Six Spring Term 2

Text: Paradise Sands

Literacy Coverage: Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review, narrative prequel



Geography:

- 1.1 - I can use Ordinance Survey symbols and six figure grid references
- 1.2 - I can answer questions by using a map
- 1.3 - I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like
- 1.4 - I can describe how some places are similar and dissimilar in relation to their human and physical features
- 1.5 - I can name the largest desert in the world and locate desert regions in an atlas
- 1.6 - I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles
- 1.7 - I can explain how time zones work and calculate time differences around the world

Art:

Drawing (Matisse, Picasso, Gainsborough, Madigliani, Schnabel, Rembrandt, Van Gogh)

- 1.1 - I can demonstrate the illusion of depth using line, tone and hatching, charcoal, chalk & pastel
- 1.2 - I can use viewing frames to focus on detail, composing pictures with foreground and background, applying skills of perspective
- 1.3 - I can draw with perspective
- 1.4 - I can understand how paintings are created i.e. composition

Design and Technology:

Make

- 2.1 - I can choose components that can be controlled by switches or by ICT
- 2.2 - I can make careful and precise measurements
- 2.3 - I can choose the right tool and equipment for the task e.g., cutting, shaping, joining and finishing (edging strips)

Evaluate

- 3.1 - I have investigated and analysed a range of existing products against my own
- 3.2 - I have discussed my work with others and thought of improvements if needed
- 3.3 - I can understand how key events and individuals in design and technology have helped to shape the world

Speaking and Listening:

- 1.1 - I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary
- 1.2 - I can ask questions to develop ideas and take account of other's views
- 1.3 - I can explain ideas and opinions giving reasons and evidence
- 1.4 - I can take an active part in discussions and can take on different roles
- 1.5 - I can listen to, and consider the opinions of others in discussions
- 1.6 - I can make contributions to discussions, evaluating and responding to others' ideas
- 1.7 - I can sustain and argue a viewpoint in a debate, using formal persuasive language
- 1.8 - I can express possibilities using hypothetical and speculative language

Music:

Listening

- 1.1 - I can use musical vocabulary to analyse features within different pieces of music.
- 1.2 - I can compare and contrast the impact that different composers from different times have had an effect on people.

Composing

- 2.1 - I can use a variety of musical devices eg. Melody, rhythm, chords

Performing

- 3.2 - I can perform parts from memory
- 3.3 - I can sing confidently – Including singing in harmony

Appraisal

- 4.1 - I can evaluate how the venue, occasion and purpose affects the way a piece of music is created

P.E. Gymnastics

- 2.1 - I can combine my own work with that of others
- 2.2 - I can link sequences together

Subjects/ Objectives to be covered alongside in Spring Term 2

– These can be taught as discrete lessons or within the main topic area.

White Rose Maths:

Weeks 7 - 8 – Fractions, decimals and percentages

Weeks 9 - 10 – Area, perimeter and volume

Week 11 - Statistics

Science:

Living Things and Habitats (including Plants)

1. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats)
2. Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
3. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
4. Describe the life process of reproduction in some plants and animals
5. Give reasons for classifying plants and animals based on specific characteristics.
6. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 – Evolution and inheritance)
7. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)

Computing:

Purple Mash

Online Safety (Unit 6.2)

1. To identify benefits and risks of mobile devices broadcasting the location of the user/device.
2. To identify secure sites by looking for privacy seals of approval.
3. To identify the benefits and risks of giving personal information.
4. To review the meaning of a digital footprint.
5. To have a clear idea of appropriate online behaviour.
6. To begin to understand how information online can persist.
7. To understand the importance of balancing game and screen time with other parts of their lives.
8. To identify the positive and negative influences of technology on health and the environment.

Text Adventures (Unit 6.5)

1. To find out what a text adventure is.
2. To use 2Connect to plan a story adventure.
3. To make a story-based adventure using 2Create a Story.
4. To read and understand given code for a text adventure game.
5. To debug and improve a text adventure game.

R.E.

God's Grace (Salvation)

What did Jesus do to save Human beings?

1. Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
2. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
3. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
4. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
5. Show how Christians put their beliefs into practice.
6. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

French: Spoken Language

- 1.1 - I can be aware that nouns have a gender
- 1.2 - I can talk in front of an audience (simple presentation)
- 1.3 - I can hold a simple conversation with at least four exchanges

Reading

- 2.1 - I can be aware that adjectives need to 'agree' with the noun
- 2.2 - I can use context to work out unfamiliar words
- 2.3 - I can understand a short story or factual text and note the main parts

Culture

- 4.1 - I know about the similarities and differences between our school and a French school.
- 4.2 - I can find out about traditional food and drink in France

RSHE:

Being Safe = Theme: Health and Well-being:

- H38. Identifying how to predict, assess and manage risk in different situations.
- H39. Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.
- H41. Identifying strategies for keeping safe in the local environment or unfamiliar places.
- H42/ R29 Identifying strategies for keeping safe online.
- H43. Demonstrating basic techniques for dealing with common injuries.
- H44: Demonstrating how to respond/react in an emergency situation.
- R23. Recognising on-line risks, harmful content/ behaviours and how to report concerns.
- R28. Can recognise pressure from others.
- L11- L16. Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe.