



	Autumn Term
Religious Education	<p><u>The Kingdom of God</u></p> <p>Can I reflect on what the Kingdom of God is like? Kingdom Values</p> <p>Can I reflect on the importance of responding to the invitation to The Kingdom?</p> <p><u>Parables:</u> Parable of the Yeast. Parable of the Mustard Seed.</p> <p>Do I know that everyone is called to enter The Kingdom and reflect on our response?</p> <p><u>Parables:</u> The Lost Sheep. The Lost Drachma. The Prodigal Son.</p> <p>Can I reflect on words and deeds necessary to show commitment to The Kingdom?</p> <p><u>Scripture:</u> The Good Samaritan.</p> <p>Do I understand the variety of responses to the Kingdom?</p> <p><u>Scripture:</u> The Rich Man and Lazarus. Invitation to the Banquet (parable)</p> <p>Do I know that Jesus has compassion on all who suffer? How can I show compassion?</p> <p>Miracles.</p> <p>Do I know about people who helped spread the Kingdom of God and can I reflect upon what I can learn from them?</p> <p>St Therese of Lisieux.</p> <p><u>Justice</u></p> <p>Do I understand the meaning of justice and that we are all called to work for justice?</p> <p>Do I know about some people who have been persecuted for speaking out about injustice and can I reflect upon the cost of their commitment?</p> <p>Oscar Romero and Martin Luther King.</p> <p>Can I find out about some people who work for justice and reflect upon what I can learn from them?</p> <p>Fr. Pedro Opeka</p> <p>Do I understand that Advent is a time when we prepare to celebrate the birthday of Jesus?</p> <p>Can I reflect upon ways to prepare in this season?</p> <p>Do I know about the mystery of the Incarnation and can I reflect upon its importance for us?</p>

Collective Worship	Ten Ten Resources
English -Reading	<p data-bbox="593 92 1512 130">Guided Reading Text – ‘Private Peaceful’- Michael Morpurgo</p> <p data-bbox="593 135 1444 173">Class Text – ‘Goodnight Mister Tom’- Michelle Magorian</p> <p data-bbox="593 229 958 268"><u>Reading - word reading</u></p> <ul data-bbox="645 277 1993 403" style="list-style-type: none">• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. <p data-bbox="593 416 990 454"><u>Reading - comprehension</u></p> <ul data-bbox="645 464 2027 917" style="list-style-type: none">• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.• Recommending books that they have read to their peers, giving reasons for their choices.• Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p data-bbox="593 927 1075 965">understand what they read by:</p> <ul data-bbox="645 975 2011 1528" style="list-style-type: none">• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.• Asking questions to improve their understanding.• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predicting what might happen from details stated and implied.• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.• Identifying how language, structure and presentation contribute to meaning.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Distinguish between statements of fact and opinion

	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views.
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Setting/ Comparative descriptions • Character descriptions • Implementing the above learning to Narrative writing • Letter writing • Diary entries • Poetry • Informative writing • Instructional writing • Persuasive writing
English-EPGS	<p><u>Autumn Focus</u></p> <ul style="list-style-type: none"> • Formal and informal speech and vocabulary. • Synonyms and antonyms- how words are linked through meaning. • Using a wider range of cohesive devices. • Use of the passive voice. • Use of the colon and semi-colon in lists. • Layout devices to structure texts. • Year 5&6 Spelling List Words. • Words ending in -cious or -tious • Words with silent letters. • Words containing the letter string ough
Maths	<p><i>Please see hyperlink:</i> Number: Place value: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-1-Place-Value.pdf</p>

Number: Addition, Subtraction, Multiplication and Division: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-2-Four-Operations.pdf>

Number: Fractions: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-3-Fractions.pdf>

Geometry: Position and Direction: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-6-Autumn-block-4-Position-and-Direction.pdf>

Science

Electricity

- Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?
- Can I 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?
- Can I use recognised symbols when representing a simple circuit in a diagram?

Evolution and Inheritance

- Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?
- Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?
- Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?

Working Scientifically

- Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?
- Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?
- Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?
- Can I use test results to make predictions to set up further comparative and fair tests?

	<ul style="list-style-type: none"> • Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can I identify scientific evidence that has been used to support or refute ideas or arguments?
Art	<p><u>WWI and WWII Art Work- John Singer Sargent & L.S. Lowry</u></p> <ul style="list-style-type: none"> • Can I use different shades of pencils to create different tones and lines? • Can I find out about a famous artist and his work? • Can I create my own painting based on the style of an artist? <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Can I create sketch books to record their observations and use them to review and revisit ideas? • Can I improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]? • Can I find out about great artists, architects and designers in history?
Computing	<p><u>Coding</u></p> <ul style="list-style-type: none"> • Can I design programs using their choice of objects, attributing specific actions to each using their new programming knowledge? • Can I use variables within a game to keep track of the properties of objects? • Can I use functions and understand why they are useful in 2Code? • Can I debug a program and organise the code into tabs? • Can I organise code into functions and call functions to eliminate surplus code in the program? • Can I explore the options for getting text input from the user in 2Code? • Can I include interactivity in programming? • Can I use flowcharts to test and debug a program? • Can I create a simulation of a room in which devices can be controlled? • Can I explore how 2Code can be used to make a text-based adventure game? <p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Can I identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location?

- Can I identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon?
- Can I identify the benefits and risks of giving personal information and device access to different software?
- Can I review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user?
- Do I have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour?
- Can I begin to understand how information online can persist and give away details of those who share or modify it?
- Do I understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health?
- Can I identify the positive and negative influences of technology on health and the environment?

Spreadsheets

- Can I use a spreadsheet to investigate the probability of the results of throwing many dice?
- Can I use a spreadsheet to calculate the discount and final prices in a sale?
- Can I create a formula to help work out the prices of items in the sale?

Design and Technology

Electrical Systems: Steady Hand Game

Design

- Can I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups?
- Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design?

	<p><u>Make</u></p> <ul style="list-style-type: none"> • Can I select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately? • Can I select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities? <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Can I investigate and analyse a range of existing products? • Can I evaluate my ideas and products against their own design criteria and consider the views of others to improve my work? <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Can I use and understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]?
Geography	
History	<p><u>World War II</u></p> <p><u>Do I know and understand:</u></p> <ul style="list-style-type: none"> • What were the causes of WWII? How did it start? WWII Key events timeline. What are primary and secondary resources? • Who were the main world leaders during WW2 and what was their role in the conflict? • About bombing raids on Britain (Blitz)? • How people protected themselves during the Blitz? • Can I collect information from different sources on the Blitz – Air Raid Shelters? • The need for evacuation? • About the experiences and feelings of evacuees from a wide range of sources? • Can I collect information from different sources on evacuees? • The effect of war on everyday life for women? • Can I research the role of women in the war (using primary and secondary sources of information) and write a short information text about it? • The effect of war on everyday life? • What propaganda was and its purpose? • What rationing was and how it worked?

- About a major event of WW2. (Battle of Britain)?
- About how people celebrated the end of the war (VE Day)?
- Make connections between WW2 and today (the UN)?
- About a major event of WW2 (Hiroshima)?
- How Christmas was celebrated during war time?

Languages (Spanish)

Autumn 1

- Can I say hello – hola?
- Can I say goodbye – adios?
- Can I tell someone my name – me llamo...?
- Can I introduce myself in basic terms – hola, me llamo... tengo... años?
- Can I ask someone their name – cómo te llamas?
- Can I ask someone their age – cuantos años tienes?
- Can I say my age – tengo Años?
- Can I say who someone is – él es, ella es?
- Can I recognise a question – cómo te llamas?

Autumn 2

- Can I issue basic commands – sube / baja?
- Can I ask someone how they are – feelings: como estas?
- Can I say how I am – feelings: muy bien, no muy bien, triste, contenta/o, aburrida/o, enferma/o, cansada/o?
- Can I use low numbers / I can count to ten?
- Can I say where things are – entre, delante, detrás?
- Can I name colours?
- Can I ask the colour of something – que color es? Es ...?
- Can I say what colour something is?
- Can I ask what something is – que es?
- Can I say what something is – es un/a?
- Can I count objects?
- Can I ask how many of something there is – cuantas/os hay?
- Can I say how many of something there is?
- Can I describe the colour of things?

	<ul style="list-style-type: none"> • Can I use higher numbers – 10/20/30/40/50? • Can I use family members names – Abuelo, abuela, tio tia, mama, papa, hermano, hermana? • Can I express personals possession – mi mama, mi papa, mi hermano, mi hermana? • Can I ask who someone is – quien es....? • Can I say where things are – al lado, encima, entre, delante, detras? • Can I ask what someone’s name is - como se llama? Quien es? • Can I say what someone’s name is? • Can I name places – hotel, piscina, biblioteca, parque, cine, museo, supermercado, bar?
Music	<ul style="list-style-type: none"> • Do I know the string Names? Instrument Anatomy. • Can I read tablature & learn simple/beginner pieces? • Singing basics. Can I take part in and understand the importance of vocal warmups and mechanics (humming)? • Can I sing a Major arpeggio ascending and descending? • Can I learn seasonal songs for end of term performance, both instrumental and vocal pieces? • Can I use methods to rehearse for a performance? • Can I continue my vocal development with focus on pitch accuracy and relaxation? • Can I continue to develop selected instrumental pieces learned in Part 1? • Can I understand rhythm notation - Minim and Minim Rest Crotchet and Crotchet Rest?
P.E.	<p><u>WWII Dance</u></p> <ul style="list-style-type: none"> • Can I cooperate and collaborate to create a warm up displaying a variety of movement patterns moving in time to the music? • Can I translate ideas from stimulus into movement showing precision, control and fluency? • Can I perform at a variety of different levels when dancing and use all of the space? • Can I perform a variety of travelling movements with timing and some fluency? • Can I dance in unison with a group showing good energy and timing? • Can I dance in canon with a group showing good energy and timing?

Personal, Social and Health Education	<p><u>1 Decision</u></p> <ul style="list-style-type: none"> - <i>Keeping/Staying Safe</i> - <i>Keeping/Staying Healthy</i> - <i>Growing and Changing</i>
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	Spring Term
Religious Education	<p><u>Exploring the Mass</u></p> <ul style="list-style-type: none"> • Do I know that Jesus is the bread of life and what it means for us? • Do I understand that Jesus made a New Covenant with us and what our part is in this? • Do I understand the Penitential Act and The Liturgy of the Word and our participation in them? • Do I understand what happens at the Offertory and think about the offerings we can make? • Do I know what happens at the Consecration and what this means for us? • Do I understand that it is Jesus we receive in Holy Communion and be aware of how important this is for us? • Do I understand that the Eucharist is the source and summit of life and reflect upon its importance for us? • Do I know that Jesus is present in the Blessed Sacrament and be aware of how His presence can help us? <p><u>Jesus the Messiah</u></p> <ul style="list-style-type: none"> • Can I deepen my understanding of Jesus and reflect upon what I believe about my faith? • Do I understand that Jesus is the Messiah and be aware of what that means for us? • Do I know about the final journey Jesus made to Jerusalem and can I reflect upon His thoughts and feelings? • Do I know about the events of Holy Thursday and can I reflect upon the importance of these events for us? • Do I know about the crucifixion of Jesus and can I reflect upon what it was like for Mary and the disciples?

	<ul style="list-style-type: none"> • Can I deepen my understanding of the Resurrection and reflect upon what it means for us? • Do I know about Holy Week ceremonies in Church and can I reflect upon their importance for us?
Collective Worship	Ten Ten Resources
English -Reading	<p>Guided Reading Text – ‘Oranges in No Man’s Land- Elizabeth Laird</p> <p>Class Texts – Ancient Greek Myths and Non-Fiction Texts</p> <p><u>Reading - word reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. <p><u>Reading - comprehension</u></p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied

	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Setting/ Comparative descriptions • Character descriptions • Implementing the above learning to Narrative writing • Letter writing • Diary entries • Poetry • Informative writing • Instructional writing • Persuasive writing
English-EPGS	<p><u>Autumn Focus</u></p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • How words are related by meaning as synonyms and antonyms. • Use of the passive to affect the presentation of information in a sentence. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists.
- Punctuation of bullet points to list information.
- How hyphens can be used to avoid ambiguity.
- Year 5&6 Spelling List Words.
- Endings which sound like /ʃəl/.
- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.
- Use of the hyphen.
- Words with the /i:/ sound spelt ei after c.

Maths

Please see hyperlink:

Number: Decimals

<https://resources.whiterosemaths.com/resources/year-6/spring-block-1-decimals/>

Number: Percentages

<https://resources.whiterosemaths.com/resources/year-6/spring-block-2-percentages/>

Number: Algebra

<https://resources.whiterosemaths.com/resources/year-6/spring-block-3-algebra/>

Measure: Converting Units

<https://resources.whiterosemaths.com/resources/year-6/spring-block-4-converting-units/>

Measure: Perimeter, Area and Volume

<https://resources.whiterosemaths.com/resources/year-6/spring-block-5-area-perimeter-volume/>

Number: Ratio

<https://resources.whiterosemaths.com/resources/year-6/spring-block-6-ratio/>

Statistics

Science

Animals Including Humans

- Can I identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?
- Do I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?
- Can I describe the ways in which nutrients and water are transported within animals, including humans?

Living Things and Their Habitat

- Can I 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?
- Can I give reasons for classifying plants and animals based on specific characteristics?

Working Scientifically

- Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?
- Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?
- Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?
- Can I use test results to make predictions to set up further comparative and fair tests?
- Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations?
- Can I identify scientific evidence that has been used to support or refute ideas or arguments?

Art

Sculpture- Ancient Greek Vases

- Can I research Ancient Greek pottery and create a vision board in my sketch book?

- Can I develop a design to display on my Ancient Greek pot which is relevant to the era?
- Can I follow techniques in clay and make my own Ancient Greek pot?
- Can I use the design I have developed and create it on my Ancient Greek pot using paint?

Skills:

- Can I create sketch books to record my observations and use them to review and revisit ideas?
- Can I improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]?
- Can I find out about great artists, architects and designers in history?

Computing

Spreadsheets

- Can I use a spreadsheet to plan how to spend pocket money and the effect of saving money?
- Can I use a spreadsheet to plan a school charity day to maximise the money donated to charity?

Blogging

- Can I identify the purpose of writing a blog?
- Can I identify the features of successful blog writing?
- Can I plan the theme and content for a blog?
- Do I understand how to write a blog?
- Can I consider the effect upon the audience of changing the visual properties of the blog?
- Do I understand the importance of regularly updating the content of a blog?
- Do I understand how to contribute to an existing blog?
- Do I understand how and why blog posts are approved by the teacher?
- Do I understand the importance of commenting on blogs?
- Can I peer-assess blogs against the agreed success criteria?

Text Adventures

- Can I find out what a text-based adventure game is and to explore an example made in 2Create a Story?

	<ul style="list-style-type: none"> • Can I use 2Connect to plan a 'Choose your own Adventure'-type story?
Design and Technology	<p><u>Textiles: Making a Greek Toga</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Can I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups? • Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design? <p><u>Make</u></p> <ul style="list-style-type: none"> • Can I select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately? • Can I select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities? <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Can I investigate and analyse a range of existing products? • Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work? <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Can I apply my understanding of how to strengthen, stiffen and reinforce more complex Structures?
Geography	<p><u>Global Warming</u></p> <ul style="list-style-type: none"> • Do I understand what global warming is? • Do I know why the Polar ice caps are melting and the consequences of this? • Do I understand how global warming is effecting our forests? • Do I understand how global warming effects weather and the effect this has upon the Earth? • Do I understand how we can prevent global warming through the use of renewable energy?
History	<p><u>Ancient Greece</u></p>

	<ul style="list-style-type: none"> • Do I know who the Ancient Greeks were? • Can I explain how and why empires grow? • Can explain the chronology of a timeline? • Can I explain how the political system worked in Ancient Greece? • Can I compare this system with other political systems? • Do I know that the Ancient Greeks began the Olympics and how they have changed over time? • Can I learn about the past from sources including art? • Can I compare different city-states and recall facts about the Battle of Marathon? • Can I find out about Ancient Greek gods and goddesses and understand that these shape our knowledge of this era of history? • Can I use a range of sources to find out about the past and then present my findings about the Trojan War?
Languages (Spanish)	<p><u>Spring (1)</u></p> <ul style="list-style-type: none"> • Can I listen to and speak the Spanish alphabet? (Whole unit) • Can I listen to and speak language about the school day? Can I write some of this into simple phrases and sentences? (Whole unit) • Can I listen to, speak and write simple phrases and sentences about days out? • Can I listen to, speak and write simple phrases and sentences the weather?
Music	<p><u>Styles- Spring (1)</u></p> <ul style="list-style-type: none"> • Can I develop my instrumental and technical ability through learning pieces of greater difficulty with a greater requirement of finger independence and learn a piece in the style covered? • Can I explore musical styles and examine, with a general focus, on a particular genre? (Style rotated annually with continuation schools). • Can I sing a Major and Minor arpeggio ascending and descending, with focus on tone and ear training and learn to sing a song of the style covered? • Can I study rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest? <p><u>History- Spring (2)</u></p> <ul style="list-style-type: none"> • Can I continue my development of instrumental ability through learning new pieces and pieces covered in Term 2 Part 1?

	<ul style="list-style-type: none"> • Do I know some pioneering artists, life and times of particular era, and their effects and influences on current music/artists? • Can I sing a Major and Minor arpeggio ascending and descending in different keys, with focus on tone and ear training? • Can I continue to develop song from term 2 part 1 and learn to sing modern day pop song? • Can I play chords related to a piece already being covered? • Can I continue to study rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest?
P.E.	<p><u>Dodgeball</u></p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> • Can I show good control when moving in a variety of directions? • Can I pass with control and accuracy and move in to a space? • Can I tackle a player with control and strength and time it correctly to win the ball? • Can I mark my opponent with success? • Can I hit a moving ball in to a goal from different angles with some success? • Can I evaluate and recognise success to help improve performance? <p><u>Football</u></p> <ul style="list-style-type: none"> • I can sometimes stop the ball using the sole, inside and outside of my feet when moving? • Can I play a longer pass off the ground with some accuracy? • Can I dribble a ball using my feet and perform a turn with control and some speed? • Can I sometimes show a good body position when defending in a 2V2? • Can I kick a moving ball past a goalkeeper with accuracy? • Can I evaluate and recognise success to help improve performance?
Personal, Social and Health Education	<p><u>1 Decision</u></p> <ul style="list-style-type: none"> - <i>Peer Pressure</i> - <i>Water Safety</i> - <i>Smoking</i> - <i>Alcohol</i>
	Summer Term

Religious Education	<p><u>Transforming the Spirit</u></p> <ul style="list-style-type: none"> • Do I know about the Ascension and can I reflect on what it was like for the disciples? • Do I understand what happened at Pentecost and reflect upon how the Spirit transformed the Apostles? • Can I deepen my understanding of Peter, the Apostle and reflect on how the Holy Spirit transformed him? • Do I understand how the Holy Spirit worked through the Apostles and reflect upon how the experience of the Apostles can help us? • Do I understand the transformation that took place in Paul and reflect upon how Paul’s teaching can help us? • Do I understand that the popes are successors of St. Peter and reflect upon how they lead us to Jesus? <p><u>Called to Serve</u></p> <ul style="list-style-type: none"> • Do I understand that we are all called to be disciples and reflect upon our response to this invitation? • Do I understand what the Sacrament of Confirmation does for us and reflect upon how we could use the gifts of the Holy Spirit? • Do I know about the Sacrament of Marriage and reflect upon the importance of this Sacrament? • Do I know about the Sacrament of Holy Orders and reflect on this special way to serve God and others? • Do I understand that there are many ways to serve and can I reflect upon a variety of ways to help others? • Do I know how some people have responded to God’s call and reflect on how God was able to use them? • Do I understand what it means to be a disciple now and can I reflect on ways to use my gifts in the future?
Collective Worship	Ten Ten Resources
English -Reading	<p>Guided Reading Text – ‘The Lion, The Witch and The Wardrobe’- C.S. Lewis</p> <p>Class Texts – Mayan Legends and Non-Fiction Texts. Local area non-fiction texts (links to Sellafeld and local industry).</p>

Reading - word reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- Learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion

	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Setting/ Comparative descriptions • Character descriptions • Implementing the above learning to Narrative writing • Letter writing • Diary entries • Poetry • Informative writing • Instructional writing • Persuasive writing
English-EPGS	<p><u>Summer Focus</u></p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • How words are related by meaning as synonyms and antonyms. • Use of the passive to affect the presentation of information in a sentence. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity.

	<ul style="list-style-type: none"> • Year 5&6 Spelling List Words. • Endings which sound like /ʃəl/. • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency. • Use of the hyphen. • Words with the /i:/ sound spelt ei after c. • Homophones and other words which are often confused. • Words ending in –able, -ible, -ably, -ibly. • Adding suffixes beginning with vowel letters to words ending in –fer.
<p>Maths</p>	<p><i>Please see hyperlink:</i> <u>Geometry: Properties of Shape</u> https://resources.whiterosemaths.com/resources/year-6/summer-block-1-properties-of-shape/</p> <p><u>SATs Consolidation and Preparation</u> Third Space Learning Tuition, Round Robins, Targeted interventions, Testbase questions to consolidate topic areas.</p> <p><u>Consolidation, Investigations and Preparations for KS3</u> Third Space Learning Tuition, Round Robins, Targeted interventions, Testbase questions to consolidate topic areas.</p>
<p>Science</p>	<p><u>Living Things and Their Habitat (continued from previous term)</u></p> <ul style="list-style-type: none"> • Can I 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? • Can I give reasons for classifying plants and animals based on specific characteristics? <p><u>Light</u></p> <ul style="list-style-type: none"> • Can I recognise that light appears to travel in straight lines? • Do I understand the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? • Can I 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?

	<ul style="list-style-type: none"> • Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? • Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? • Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs? • Can I use test results to make predictions to set up further comparative and fair tests? • Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations? • Can I identify scientific evidence that has been used to support or refute ideas or arguments?
Art	<p><u>Photography</u></p> <ul style="list-style-type: none"> • Can I research famous photographers and create a vision board in my sketch book? • Can I develop an understanding of photographic techniques and find them in famous artists work?? • Can I follow techniques learnt to take my own photographs of my local area? <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Can I create sketch books to record my observations and use them to review and revisit ideas? • Can I improve my mastery of art and design techniques? • Can I find out about great artists, architects and designers in history?
Computing	<p><u>Text Adventures (continued from Spring term)</u></p> <ul style="list-style-type: none"> • Can I use the full functionality of 2Create a Story Adventure mode to create, test and debug using my plan? • Can I split my adventure-game design into appropriate sections to facilitate creating it?

- Can I map out an existing text adventure?
- Can I contrast a map-based game with a sequential story-based game?
- Can I create their own text-based adventure based upon a map?
- Can I use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code my game?
- Can I make logical attempts to debug my code when it does not work correctly?

Networks

- Do I know the difference between the World Wide Web and the internet?
- Do I know about my school network and can I explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN?
- Can I research and find out about Tim Berners-Lee?
- Can I consider some of the major changes in technology which have taken place during my lifetime and the lifetime of my teacher/another adult?

Quizzing

- Can I use the 2DIY activities to create a picture-based quiz?
- Can I considered the audience's ability level and interests when setting the quiz?
- Can I share my quiz and respond to feedback?
- Do I understand the different question types within 2Quiz?
- Do I have ideas about what sort of questions are best suited to the different question types?
- Can I use 2Quiz to make and share a science quiz?
- Can I consider the audience's ability level and interests when setting the quiz?
- Can I share my quiz with my peers as well as give and responded to feedback?
- Can I collaborate on a class quiz?
- Can I try out the different types of Text Toolkit grammar games?
- Can I choose an appropriate Text Toolkit tool to make their own grammar game?
- Can I use a 2Investigate quiz to answer quiz questions?
- Can I design their own quiz based on one of the 2Investigate example databases?

	<ul style="list-style-type: none"> • Can I use my knowledge of quiz types to create a quiz show quiz based on a curriculum area? • Can I give and responded to feedback and in response can I edit and re-design my quizzes appropriately?
Design and Technology	<p><u>Food: Come Dine With Me- Great British Dishes</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Can I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups? • Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design? <p><u>Make</u></p> <ul style="list-style-type: none"> • Can I select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately? • Can I select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities? <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Can I investigate and analyse a range of existing products? • Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work? <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Can I understand and apply the principles of a healthy and varied diet? • Can I prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques? • Do I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed?
Geography	<p><u>Coastlines</u></p> <ul style="list-style-type: none"> • Can I explain how water and weather can change the landscape? • Do I understand how coastal features are formed?

	<ul style="list-style-type: none"> • Can I identify coastal features of the UK? • Do I understand how coastal features are formed? • Can I identify coastal features of the UK? • Can I explain how the make-up of the United Kingdom has changed over time? • Can I explain how the international borders of Europe have changed over time? • Can I explain how and why my local landscapes have change over time? (Sellafield) • Can I predict how physical factors might change the landscape in the future?
History	<p><u>The Mayan Civilisation</u></p> <ul style="list-style-type: none"> • Can I discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived? • Can I explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people? • Do I understand how the Maya number system works? • Can I identify and use a range of evidence sources to help me understand more about the Maya civilisation? • Can I explain what the Mayan writing system consists of, how words are constructed and what codices are? • Can I describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant?
Languages (Spanish)	<ul style="list-style-type: none"> • U.9 - Matching pairs • U.10 - Game show • U.11 - Passports U.12 Shopping
Music	<p><u>Song Writing</u></p> <ul style="list-style-type: none"> • Can I develop my instrumental and technical ability through learning pieces of greater difficulty and expanding on skills honed in terms 1 and 2, including greater development of finger independence and coordination? • Can I use a range of songs from contrasting styles, time periods and lyrical content as examples to help write my own lyrics to use for my own song? • Vocal Development: Can I sing major, minor arpeggio ascending and descending, sing major scale ascending and descending and learn to sing modern day pop songs from male and female artists?

	<ul style="list-style-type: none"> • Can I continue to learn chords and introduce a range of strumming patterns using rhythms learned over terms 1 and 2 (minim, crotchet and quaver)? • Can I continue to study rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest tied in with chord strumming? <p><u>End of Year Performance</u></p> <ul style="list-style-type: none"> • Can I continue to develop instrumental ability through practicing pieces that will be performed at the end of year performance? • Can I look at other sources where music is used such as advertising, film/t.v, radio and video games? • Can I create an idea for a video game with appropriate music that would suite the mood/atmosphere of what would be happening during gameplay- correct terminology must be used? • Can I continue with arpeggio and scale practice but with focus on rehearsing songs for end of year performance? • Can I continue to develop strumming ability and chord changes for use in end of term concert?
P.E.	<p><u>Tennis</u></p> <ul style="list-style-type: none"> • Can I move in a variety of directions with balance and control, when hitting a ball? • Can I hit/bounce a ball with good control and balance, when moving? • Can I hit a ball, using forehand, with control and accuracy over variety of distances? • Can I hit a ball, using backhand, with control and accuracy over variety of distances? • Can I serve overarm with control and some accuracy? • Can I serve a rally in mini tennis with control and accuracy? <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Can I roll and throw the ball, over varying distances, with control and accuracy and stop the ball using two hands, one hand and a long barrier with speed and efficiency? • Can I bowl under arm, against a batter, with speed, control and accuracy, hitting the wicket with success? • Can I bowl over arm, against a batter, with speed, control and accuracy, hitting the wicket with success? • Can I hit a moving ball with control, accuracy and distance?

	<ul style="list-style-type: none"> • Can I show a wide variety of batting and fielding skills I've learnt and work as part of a team, taking on a leadership role, encouraging and helping others? • Can I work with my partner, can I play and accept rules: competing fairly, being gracious in victory and defeat? <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Can I accelerate quickly, with speed and good control in movement? • Can I throw a javelin/vortex with height and distance? • Can I perform a jump with control and some distance? • Can I pace myself when running at longer distances? • Can I push a tennis ball/shot put with height and distance? • Can I pass and receive a relay baton with control and timing? <p><u>Games</u></p>
<p>Personal, Social and Health Education</p>	<p><u>1 Decision</u></p> <p><i>Image Sharing</i></p> <p><i>Making Friends Online</i></p> <p><i>Online Safety</i></p> <p><i>Puberty</i></p> <p><i>Relationships</i></p> <p><i>Conception</i></p>