

English

Children will learn to write:

-A persuasive pitch about an environmental issue which includes: persuasive language, emotive language, key facts and statistics and some proposed solutions.

-An engaging narrative story, relating to deforestation, which includes: figurative language, adverbial phrases, dialogue to convey characterization and short sentences for impact.

Children will plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- noting and developing initial ideas, drawing on reading and research where necessary.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- precising longer passages.

Year 6

Where does our energy come from?

Core Subjects

Reading

Core Texts: Tyger by S.F Said

Children will:

- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.
- Summarise main ideas in order from more than one paragraph, identifying key details and using quotations for illustration.
- Distinguish between statements of fact and opinion.
- Ask questions to improve their understanding of complex texts.
- Skim or scan a text quickly to identify key information.
- Draw conclusions about characters' feelings, thoughts, and motives based on their actions, dialogue, and indirect clues.

Spelling

Children will learn:

- Statutory C.E.W words for Year 3/4 and 5/6
- Words with the short vowel sound /i/ spelled 'y'
- Words with the long vowel sound /igh/ spelled 'y'
- Words with 'cial'/shul/ after a vowel
- Words with 'tial'/shul/

Maths

Year 6: Place Value

- Identify and understand numbers to 10,000,000.
- Place numbers on a number line to 10,000,000.
- Compare and order any integers.
- Count forwards and backwards with negative numbers.
- Add and subtract integers.
- Find common multiples and factors of a number.
- Understand the meaning of prime, square and cubed numbers.
- Understand methods of written multiplication and division.

Punctuation

Children will learn:

- ‘The Basics’: full stops, exclamation marks, question marks and commas in a list.
- Commas for clarity
- Inverted commas for speech
- Colons as part of a list
- Semi-colons to mark independent clauses

Grammar

Children will learn:

- Relative clauses
- Synonyms and antonyms
- Modal verbs
- Punctuation for parenthesis
- Adverbial phrases
- Noun phrases

RE

Christians and how to live: what would Jesus do?

Children will :

- Learn about the four gospels, noting some of the similarities and differences between them.
- The context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching.
- The differences between Jesus' direct teaching and his teaching through parables and other stories that he told.
- Talk about the meanings of different biblical texts and what they mean for Christians today.
- Focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow.

PSHE

Being Me in the World

Children will learn to:

- Identify their goals for the year, understanding their fears and worries about the future and know how to express them.
- Know that there are universal rights for all children but for many children these rights are not met.
- Understand that their actions affect other people locally and globally
- Can make choices about their own behaviour because they understand how rewards and consequences feel and understand how these relate to their rights and responsibilities.
- Understand how an individual's behaviour can impact on a group.
- Understand how democracy and having a voice benefits the school community

Computing

Computing Systems and Networks

Children will:

- Describe how computers use addresses to access websites
- Identify and explain the main parts of a data packet
- Recognise how to access shared files stored online
- Identify that there are a variety of ways to communicate over the internet
- Understand when they should and should not share information online
- Explain how to report inappropriate content online

Year 6

Where does our energy come from?

Foundation Subjects

Science – Year 6

Looking after our environment

Children will:

- Learn about climate change
- Explore ways to reduce how much rubbish is sent to a landfill
- Explore ways to reduce energy consumption
- Explore how climate change affects our planet
- Explore what is being done to reduce climate change
- Explore how data can demonstrate climate change

Working scientifically:

- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs

PE

- Gymnastics
- Swimming

Music – Ukulele

Children will:

- Recap on basic chords and learn a song using C, G, F
- Changing between chords and strumming on the beat
- Learn to read TAB

Geography

Where does our energy come from?

Children will:

- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.

Design and Technology

Structures: Playgrounds

Children will:

- Create five apparatus designs, applying the design criteria to their work.
- Make suitable changes to their work after peer evaluation.
- Make roughly three different structures from their plans using the materials available.
- Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.
- Secure their apparatus to a base.
- Make a range of landscape features using a variety of materials which will enhance their apparatus.

French

Phonics and pronunciation