

In English the children will:

- Listen to and evaluate a range of different contributions and viewpoints.
- Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
- Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
- Select appropriate grammar and vocabulary to change and enhance meaning.
- Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.
- Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively.
- Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
- Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
- Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.
- Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
- Proof-read to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
- Choose the appropriate verb form for different contexts, including passive verbs.
- Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
- We will be reading 'Goodnight Mr Tom' by Michelle Magorian



In RE the children will:

How Does The Christian Festival of Easter Offer Hope?

- Describe and link the Christian belief of forgiveness with the Easter story and how this has an impact upon Christians.
- Have an opportunity to consider right and wrong and to reflect on what it feels like to be forgiven.
- Understand the meaning of each station of the cross.
- Reflect on the concepts of forgiveness, hope and salvation as shown in the different 'stations' of the Easter Story and what these mean for different people.
- Make links between the Christian belief of Jesus Christ's resurrection and how Christians believe this is part of God's plan of salvation.
- Consider and develop their own thoughts about the concepts in the Easter story drawing upon different sources and consider those that may be given by other people.
- Give reasons for the similar and different beliefs which Christians hold about Easter and explain how religious sources give answers to the purpose of Easter and important questions about life.
- Reflect on the value of hope and its place in life and death, relating this to their own personal experience, understanding and belief.

In the Britain At War project,

Come and join the fight, enlist as a soldier, join the cause to help save our Country!

Our project this term teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.

We will also focus on how we remember those who fought in the wars and the significance of these ceremonies and visual representations.



Britain At War Year 6 Summer



How can you help?

- Please read and discuss your child's reading book with them. Aim to do this at least three times per week and encourage your child to answer questions, retrieve evidence and make inferences about the story they have read.
- Please support them in completing their homework and handing it on time, every Wednesday when we will review it in class
- Encourage them to undertake TTRockstars (30 mins per week) as frequently as possible, small chunks daily are more effective
- Encourage them to check Google Classroom and ensure they have completed all the homework tasks set.
- Please sign by their daily recorded reading tasks as well as the current week in their planners.
- Ensure they are wearing the correct uniform
- Encourage them to speak with us before the deadline day if they do not understand their homework and need help.
- Tell us if there is anything worrying or upsetting your child.



In History the children will:

- Describe the causes and consequences of a significant event in history.
- Use abstract terms to express historical ideas and information.
- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
- Describe some of the significant achievements of mankind and explain why they are important.
- Articulate and present a clear, chronological world history narrative within and across historical periods studied.
- Evaluate the human impact of war, oppression, conflict and rebellion on the every day life of a past or ancient society.
- Articulate the significance of a historical person, event, discovery or invention in British history.
- Identify different types of bias in historical sources and explain the impact of that bias.
- Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
- Describe and explain the significance of a leader or monarch.
- Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

In Science: Light Theory

- This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.

The Children will:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Use test results to make predictions to set up further comparative and fair tests.
- 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.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Recognise that light appears to travel in straight lines.
- Explain the dangers of using lasers and ways to use them safely.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- 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.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Describe, using diagrams, how light behaves when reflected off a mirror (plane, convex or concave) and when passing through a lens (concave or convex).
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment.
- Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

In Swimming the children will:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- Perform safe self-rescue in different water-based situations.

In PE the children will:

with Coach T- Cricket

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Use running, jumping, throwing and catching in isolation and in combination.

In RE: Understanding faith in....

The children will:

- Know that the school and the wider community consist of people who belong to a (wide) range of faith and belief groups
- Consider how communities like that of the borough / county are diverse
- Know that some faith communities have been part of the local area for many years
- Understand that practices and experiences may have changed over the years
- Consider any changes in the ways that faith communities show and share their beliefs and faiths in the wider community.
- Know about 6 significant places of worship in the wider borough
- Understand that communities grow and also sometimes move on out of the area
- Understand that the borough / county has been influenced by a lot of change typical of London and that new faith and belief communities have become established here in the past 50 years
- Be able to present to the class information about one place of worship.
- Clarify similarities and differences between faith and belief communities they have studied in the unit.
- Develop a view on how life in the borough / county has been enriched by the diversity of faiths and beliefs in the borough / county



In Maths the children will:

Ratio

- Make simple comparisons between two different quantities.
- Use objects and diagrams to compare ratios and fractions.
- Recognise the colon notation as relating to the order of parts. Use the language 'for every..., there are...' and read ratios, such as 3:5 as 'three to five'.
- Draw bar models to represent problems, clearly labelling the information given and what is to be calculated.
- Draw 2-D shapes on a grid to a given scale factor and be able to use vocabulary, such as 'Shape A is three times as big as shape B'.
- Use multiplication and division fact to calculate missing information and scale factors.
- Apply learned ratio skills and knowledge to a wide range of problems in different contexts.

Statistics

- Use knowledge of scale to read line graphs accurately.
- Read and interpret line graphs, including those that show more than one set of data. Draw line graphs selecting the most appropriate scales and intervals to use.
- Read, interpret and draw line graphs. Use line graphs to solve problems.
- Illustrate and name the parts of a circle, including the radius, diameter and circumference, and know that the radius is half of the diameter.
- Calculate fractions of amounts to interpret simple pie charts, and use a clear understanding what the whole of the pie chart represents when solving problems.
- Calculate percentages of amounts to interpret pie charts, recognising fractions in order to read the pie chart more efficiently.
- Draw pie charts using a protractor.
- Calculate and interpret the mean as an average.

Geometry

- Use a protractor to measure angles given in different orientations, identifying which side of the scale to read.
- Consolidate using a protractor to draw angles of a given size.
- Make links between right angles and turns, and apply these links in different contexts, such as time and on a compass.
- Consolidate calculating missing angles on a straight line.
- Consolidate calculating missing angles and know when to measure an angle and when to calculate from given facts.
- Properties of shape
- Calculate unknown angles.
- Explore vertically opposite angles.
- Explore interior angles of a triangle.
- Calculate unknown angles in triangles using known properties including length of sides.
- Solve missing angle problems.
- Explore interior angles of quadrilaterals, including a parallelogram, rhombus and trapezium.
- Partition shapes into triangles from a single vertex to work out the sum of the angles in polygons. Calculate exterior angles using knowledge of angles on a straight line summing to 180 degrees.
- Draw shapes accurately, using learned knowledge, on different grids, such as squared and dotted paper, and using a protractor on plain paper.
- Identify and create a 3-D shape from its net.
- Draw nets of shapes accurately.

In Geography the children will:

- Explain interconnections between two or more areas of the world.



In Science: Evolution and inheritance

- This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.

The children will:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Use test results to make predictions to set up further comparative and fair tests.
- 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.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- 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.

In Music the children will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In PE the children will:

- **Athletics**
- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



In DT: Make do and mend

The children will:

- Analyse how an invention or product has significantly changed or improved people's lives.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Choose the best materials for a task, showing an understanding of their working characteristics.
- Pin and tack fabrics in preparation for sewing and more complex pattern work.
- Investigate and analyse a range of existing products.
- Create a detailed comparative report about two or more products or inventions.



In RSE the children will learn:

- how to be active on a daily and weekly basis - how to balance time online with other activities
- to recognise the shared responsibility of keeping a clean environment
- about the benefits of being outdoors and in the sun for physical and mental health
- that mental health is just as important as physical health and that both need looking after
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- why customers buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person's emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks
- that pregnancy can be prevented with contraception
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- to identify the links between love, committed relationships and conception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school

In Art and Design the children will:

Bees, Beetles and Butterflies

- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Use colour palettes and characteristics of an artistic movement or artist in artwork
- Use line, tone or shape to draw observational detail or perspective.
- Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
- Use the work of a significant printmaker to influence artwork.
- Adapt and refine artwork in light of constructive feedback and reflection.
- Evaluate and analyse creative works using the language of art, craft and design.

In Art and Design the children will:

Distortion and Abstraction

- Learn about great artists, architects and designers in history.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.
- Use line, tone or shape to draw observational detail or perspective.
- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Create innovative art that has personal, historic or conceptual meaning.
- Evaluate and analyse creative works using the language of art, craft and design.
- Adapt and refine artwork in light of constructive feedback and reflection.

In Computing the children will be:

- Decomposing a program into an algorithm.
- Writing increasingly complex algorithms for a purpose.
- Debugging quickly and effectively to make a program more efficient.
- Remixing existing code to explore a problem.
- Using and adapting nested loops.
- Programming using the language Python.
- Changing a program to personalise it.
- Evaluating code to understand its purpose.
- Using logical thinking to explore software independently, iterating ideas and testing continuously.
- Understanding and identifying barcodes, QR codes and RFID.
- Identifying devices and applications that can scan or read barcodes, QR codes and RFID.
- Gathering and analysing data in real time.
- Creating formulas and sorting data within spreadsheets.
- Learning how 'big data' can be used to solve a problem or improve efficiency.