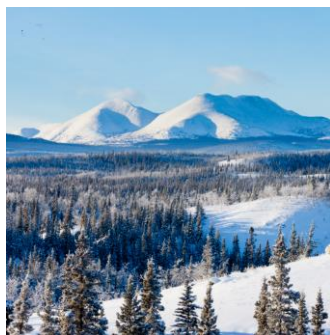
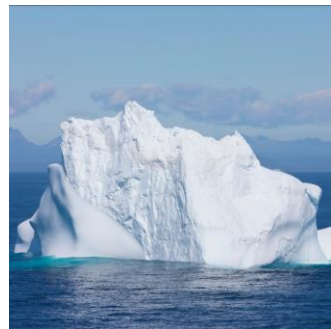
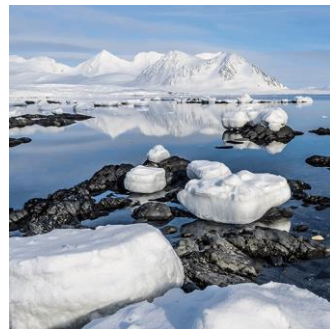


In English the children will:

- Use a number of different texts including *Holes* by Louis Sachar and *Macbeth* by William Shakespeare
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
- Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.
- Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.
- Proof-read to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
- Apply the grammar rules, concepts, and use suitable grammatical terminology.
- Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
- Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener.
- Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
- Select appropriate grammar and vocabulary to change and enhance meaning.
- 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.
- Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.
- Use and identify expanded noun phrases that convey complicated information concisely.
- Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses.
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing.
- Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

In RE the children will:

- What does it mean to be a Sikh?
- Use the right religious words to describe and compare the practices of Sikhs with that of another faith.
- Know the main beliefs and practices of Sikhs and how Sikhs show their commitment to God.
- Be able to make links between how Sikhs and Christians show their commitment to God.
- Be able to comment how religious teachings affect how Sikhs behave
- Be able to identify how and why people belong to different groups and what this means to them and others.
- Evaluate the importance of Sikh teachings and link these to other beliefs.
- Link the practices that take place in a Gurdwara with Sikh beliefs and their own.
- Suggest teachings and beliefs that sustain, inspire and influence Sikhs and think about those which sustain, inspire and influence them.
- Give their own and others' understanding about Sikhs, about who they are, why they belong to their faith and how they show they belong to this faith.



In the Frozen Kingdom project,

- Come and explore Antarctica!
- Find out how big the continent is, what animals inhabit it, weather conditions and temperatures as well as landscapes.
- Learn about the different people that have explored Antarctica and reached either the North or South Pole
- Find out the differences between a glacier, iceberg and an ice field
- Learn about the Titanic, its' maiden voyage and the tragic events that caused it to sink
- Explore and learn about the natural resources that are contained within Antarctica and why we cannot access them easily
- Find out the differences between the Arctic and Antarctic regions
- Continue to understand the impact and effects of climate change and how we can minimise these.



Frozen Kingdoms Year 6 Spring



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.
- 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 Geography the children will:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Describe the climatic similarities and differences between two regions.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
- Explain how the presence of ice makes the polar oceans different to other oceans on Earth.
- Compare and describe physical features of polar landscapes.
- Explain how climate change affects climate zones and biomes across the world.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Describe the distribution of natural resources in an area or country.
- Explain how humans function in the place they live.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent

In RSE the children will:

- Be able to compare the features of a healthy and unhealthy friendship
- Understand what it means to be attracted to someone and different kinds of loving relationships
- Understand that people who love each other can be of any gender, ethnicity or faith
- Learn about the qualities of healthy relationships that help individuals flourish
- Learn how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- Learn what consent means and how to seek and give/not give permission in different situations
- Learn how to show compassion for the environment, animals and other living things
- Learn about how resources are allocated and the effect this has on individuals, communities and the environment
- Learn about the way that money is spent and how it affects the environment

In Science the children will:

Why are things classified?

- 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.
- Give reasons for classifying plants and animals based on specific characteristics.
- Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences.
- Research unfamiliar animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system.
- Use and construct classification systems to identify animals and plants from a range of habitats.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.
- Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding.
- 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.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.

In Computing the children will:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Demonstrate how programs run in an exact order by following a sequence of instructions, and test and debug programs.
- Apply their understanding of computing to program, monitor and control their products.
- Identify how a new piece of software or an app can increase creativity.
- 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.

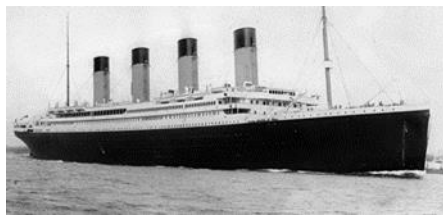
In PE the children will:

Swimming 1st half term followed by Hockey with Coach T

- Develop flexibility, strength, technique, control and balance through a range of ball skills
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Apply skills and knowledge to be able to confidently move with a ball
- Apply skills and knowledge to be able to pass and move with the ball
- Apply a variety of defending and attacking skills and techniques within a game

In RE the children will:

- How Does The Christian Festival of Easter Offer Hope?
- How Do Christians believe the Easter Story helps people when they do wrong?
- How are forgiveness, hope and salvation shown in the Easter Story and what does this mean for Christians?
- How does the Easter Story relate to God's plan of salvation? - Salvation and resurrection;
- How do the accounts of the resurrection of Jesus Christ give hope?
- Have an opportunity to consider right and wrong and to reflect on what it feels like to be forgiven.
- 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.
- 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.
- Reflect on the value of hope and its place in life and death, relating this to their own personal experience, understanding and belief.



In History the children will:

- 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.
- Describe some of the significant achievements of mankind and explain why they are important.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
- 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.
- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
- 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.
- Present a detailed historical narrative about a significant global event.

In Maths the children will

Shape

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Describe translations using directional language.

Decimals

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Associate a fraction with division and calculate decimal fraction equivalents Multiply one-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in cases where the answer has up to two decimal places.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Use written division methods in cases where the answer has up to two decimal places.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Use known fractional equivalences, such as 50%, 25%, 10% and 1%, to find percentages of amounts.
- Convert between fractions, decimals and percentages to order and compare them.
- Use knowledge of common equivalent fractions and decimals to find the equivalent percentage.
- Use their understanding of percentages to find the missing whole or a missing percentage when the other values are given

Algebra-

- Explore one-step function machines, giving an output to an input, and work backwards to give an input from an output.
- Explore two-step function machines, recording inputs and outputs in the form of a table.
- Use simple algebraic inputs, such as $*y*$, to form expressions, such as $*y* + 4$.
- Substitute into simple expressions to find a particular value.
- Use simple formulae, Use algebraic notation to form one-step equations.
- Solve simple one-step and two-step equations involving the four operations.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Find possible solutions to equations which involve multiples of one or more unknown.

Measurement

- Read, write and recognise all metric measures for length, mass and capacity.
- Convert between units of length, mass and capacity using skills of multiplying and dividing by 10, 100 and 1000.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Find approximate conversions from miles to km and from km to miles.
- Use knowledge of imperial and metric measurements to perform related conversions, both within imperial measures and between imperial and metric.
- Draw rectilinear shapes that have the same area, and use knowledge of factors to draw rectangles with different areas, recognising the connections between side lengths and factors.
- Write and use formulae when calculating area and perimeter of rectilinear shapes.
- Approximate and estimate the area of a triangle by counting squares, seeing the link between the area of a triangle and the area of a rectangle or square.

In Science the children will:

Electrical circuits and components

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.
- Use recognised symbols when representing a simple circuit in a diagram.
- Create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components.
- 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.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- 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.
- 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.
- Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.
- Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Use a sensor to monitor an environmental variable, such as temperature, sound or light.

In Music the children will:

- Describe the lives and music of famous classical composers.
- Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.
- Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.
- Develop an understanding of the history of music.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

In Indoor PE the children will:

Dance through the ages

- Develop a 48 - 64 count motif, based on 20's/30's Dance decade
- Develop a 32 - count pairs 1940's/50's
- To understand dance of 1950s (rock and roll)
- To include use of level changes and different directions.
- To understand dance of 1970s, To work well in groups
- To effectively use chance choreography
- To include changes in formation, dynamics, Canon, Unison, Direction and Level.
- To understand what a good performance is
- To give useful feedback to our partner using appropriate and relevant dance vocabulary
- To improve our own performance based on feedback

In DT the children will:

Electrical circuits and components

- Apply their understanding of computing to program, monitor and control their products.
- 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.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways.
- Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).
- Understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and motors) and use programming to control their products.
- Use a sensor to monitor an environmental variable, such as temperature, sound or light.
- Critique, evaluate and test their ideas and products and the work of others.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Demonstrate how their products take into account the safety of the user.
- Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.



In Art and Design the children will

Inuit

- 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.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
- Learn about great artists, architects and designers in history.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.
- 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 their artwork, in light of constructive feedback and reflection.

In Art and Design the children will:

Environmental Artists

- Learn about great artists, architects and designers in history.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- 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.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
- Create innovative art that has personal, historic or conceptual meaning.
- Create art inspired by or giving an environmental message.

In DT the children will:

Engineer

- Investigate and analyse a range of existing products.
- Understand how key events and individuals in design and technology have helped shape the world.
- Analyse how an invention or product has significantly changed or improved people's lives.
- Present a detailed account of the significance of a favourite designer or inventor.
- Create a detailed comparative report about two or more products or inventions.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.
- Choose the best materials for a task, showing an understanding of their working characteristics.
- 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.
- 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.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.