| YEAR GROUP:6 | TERM: Spring 1 | TITLE: Frozen Planet |
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| ENGLISH | MATHS | SCIENCE |
| **Reading – Skills taught are ongoing throughout the year.**<br>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<br>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>*reading books that are structured in different ways and reading for a range of purposes<br>*making comparisons within and across books<br>*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<br>*identifying and discussing themes and conventions in and across a wide range of writing<br>learning a wider range of poetry by heart<br>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<br>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>*asking questions to improve their understanding<br>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas<br>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>predicting what might happen from details stated and implied<br>*distinguish between statements of fact and opinion<br>*retrieve, record and present information from nonfiction<br>*recommending books that they have read to their peers, giving reasons for their choices | **Number – Decimals and Percentages**<br>places by whole numbers<br>divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6 )<br>multiply one-digit numbers with up to two decimal places by whole numbers<br><br>multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places<br><br>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100<br>and 1000 where the answers are up to three decimal places<br>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)<br>use written division methods in cases where the answer has up to two decimal places<br><br>**Number – Algebra**<br>express missing number problems algebraically<br><br>find pairs of numbers that satisfy number sentences involving two unknowns<br><br>enumerate all possibilities of combinations of two variables<br>use simple formulae<br>generate and describe linear number sequences | **Light and Sound:**<br>Identify parts of the eye and draw a diagram showing how light enters our eyes in order to see, using the correct scientific vocabulary<br>Describe how white light can be split using prims and droplets of water and what colours white light is made from.<br>Explain how light behaves and travels in straight lines.<br>Demonstrate, using a model or diagram, how this explain why we can see objects and how shadows are formed.<br>Classify a range of objects or surfaces for their reflective qualities using scientific testing.<br>Compare how a beam of light changes direction (refraction) when passing through different mediums, such as water and air.<br>Recognise the dangers of using lasers and how they can be used safely.<br><br>**Working Scientifically:**<br>Pose/select the most appropriate line of enquiry to investigate scientific questions<br>Select and plan the most sitable line of enquiry, explaining which variables need to be controlled and why in a variety of comparative and fair tests<br>Make their own decisions about which observations to make using test results and observations to make predictions or set up further comparative or fair tests<br>Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. Decide how long to take measurements for, checking results with additional readings<br>Identify and explain patterns seen in the natural environment<br>Choose the most effective approach to record and report results linking to mathematical knowledge<br>Identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion<br>Identify validity of conclusion and required improvement to methodology. Discuss how scientific ideas develop over time |

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| *participate in discussions about books, 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, *provide reasoned justifications for their views<br><br>**Writing GPS**<br><br>Punctuation 1<br>(6G5.10)Using a colon to introduce a list<br>(6G5.10)Use of the colon to introduce a list<br>(6G5.11)Use of semi-colons within lists<br>(6G5.14)Punctuating bullet points consistently<br>(6G5.14)Punctuation of bullet points to list information<br><br>Active and Passive<br>(6G4.4)Using passive verbs to affect the presentation of information in a sentence<br>(6G4.4)Use of the passive to affect the presentation of information in a sentence [for example,I broke the window in the greenhouseversusThe window in the greenhouse was broken (by me)]<br><br>Formal and Informal<br>(6G7.4)Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms<br>(6G7.2)The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out –discover; ask for –request; go in –enter]<br>(6G7.3)The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags:He's your friend, isn't he?, orthe use of subjunctive forms such asIfI wereorWere theyto comein some very formal writing and speech] | | |

| COMPUTING | RE | PE |
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| **Web Design**<br>Design and create/use a range of programs to accomplish given goals<br>Take account of accuracy and potential bias when searching for and selecting information<br>Evaluate and improve presentations in the light of discussion, marking and audience response | **Christianity**<br>Evaluate different beliefs about eternity and to understand the Christian perspective on this. | **Dance**<br>Move in time to music, creating movements that express the meaning and mood of the piece. |
| **FRENCH** | **PSHE** | **MUSIC** |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br>present ideas and information orally to a range of audiences | **Dreams and Goals**<br>Understanding what is important to me.<br>Working out learning steps to achieve a goal.<br>Identify problems and have the confidence to talk about them.<br>Help make a difference<br>Give praise and compliments to other people. | Opportunity to play an instrument<br><br>Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony). |
| **ART/DT** | **HISTORY** | **GEOGRAPHY** |
| Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.<br>Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).<br>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme of genre. | Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.<br>Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy. | Produce accurate scaled maps.<br>Present findings both graphically and in writing using appropriate vocabulary.<br>Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world. |