

YEAR GROUP:6	TERM: Spring 2	TITLE: Darwin’s Delights								
ENGLISH	MATHS	SCIENCE								
<p>Reading – Skills taught are ongoing throughout the year.</p> <p>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> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p> <p>*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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p> <p>*recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Measurement – Converting Units</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)</p> <p>convert between miles and kilometres</p> <p>Measurement – Perimeter, Area and Volume</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³.</p> <p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Converting)</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Number – Ratio</p> <p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360]</p>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none">• Inherited features eg eye colour• Match off spring (link observable features)• Variations in living things (Darwin research)• Specific plants/animals adapt• Fossils formation• World climate <p>Working Scientifically:</p> <table><tr><td>Pose/select the most appropriate line of enquiry to investigate scientific questions</td></tr><tr><td>Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why in a variety of comparative and fair tests</td></tr><tr><td>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</td></tr><tr><td>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</td></tr><tr><td>Identify and explain patterns seen in the natural environment</td></tr><tr><td>Choose the most effective approach to record and report results linking to mathematical knowledge</td></tr><tr><td>Identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion</td></tr><tr><td>Identify validity of conclusion and required improvement to methodology. Discuss how scientific ideas develop over time</td></tr></table>	Pose/select the most appropriate line of enquiry to investigate scientific questions	Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why in a variety of comparative and fair tests	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	Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. 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<p>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p> <p>Punctuation 2</p> <p>Using semi-colons to mark boundaries between independent clauses</p> <p>Using colons to mark boundaries between independent clauses</p> <p>Using dashes to mark boundaries between independent clauses</p> <p>Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to mark the boundary between independent clauses</p> <p>Use of the dash to mark the boundary between independent clauses</p> <p>Hyphens</p> <p>Using hyphens to avoid ambiguity</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>and the use of percentages for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	
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COMPUTING	RE	PE
<p>Design and create/use a range of programs to accomplish given goals</p> <p>Take account of accuracy and potential bias when searching for and selecting information</p> <p>Evaluate and improve presentations in the light of discussion, marking and audience response</p>	<p>Christianity</p> <p>Examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.</p>	<p>Use and adapt tactics, choosing the most effective one for different situations</p> <p>Apply tactical knowledge effectively in attacking and defending situations.</p> <p>Lead groups in problem solving, analysing their own effectiveness as a team leader.</p>
FRENCH	PSHE	MUSIC
<p>Use accurate pronunciation and intonation by listening to modelled examples e.g. native speakers and recordings</p> <p>Describe people, places, objects and actions orally then apply to writing</p>	<p>Healthy Me:</p> <p>Know the impact of food on the body</p> <p>Know about different types of drugs and its impact on the liver and heart</p> <p>Evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>Know and put into practise some emergency procedures and know how to help in emergency situations</p> <p>Understand what it means to be emotionally well and explore attitudes towards mental health/fitness</p> <p>Recognise when I feel stressed and the triggers that cause this</p>	<p>Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).</p>
ART/DT	HISTORY	GEOGRAPHY

<p>Select and combine materials with precision.</p> <p>Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing).</p>	<p>Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur.</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p> <p>Follow independent lines of enquiry and make informed responses based on this.</p> <p>Describe how a significant individual or movement has influenced the UK or wider world.</p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	<p>Use search engines, index, contents and other research techniques to locate and interpret information</p> <p>Name and locate the counties and cities of the United Kingdom, identifying and describing their human and physical characteristics..</p>
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