

ENGLISH

Knowledge

- **Narrative (story):** In the first two weeks of this half term, children will use the story of *The Lighthouse* (animated short film). They will write stories in the third person and create a narrative for this silent short film.
- **Writing to inform (information text)** In the second half of this term, children will use their new knowledge from geography and design technology lessons to write an information piece outlining the benefits of using food which is in season.

Skills

Modal verbs, passive verbs, noun phrases for description, paragraphs, conjunctions and adverbials, organisational and presentational devices to structure text.

Alliteration, emotive language, creating atmosphere, fronted adverbials, parenthesis, relative clauses, semi-colons, inverted commas, formal tone and using passive sentence structure.

We will also be carrying on learning our Year 6 tricky words and spellings each week. This will be as well as our SPaG lessons.

READING

This half term, as part of our guided reading, we will read a variety of short texts covering a range of genres. We will explore comprehension style questions linked to these and we will also start to explore inference questions whilst further developing our summarising and retrieval skills.

Skills

- Increasing their familiarity with a wide range of books including books from other cultures and poems.
- Provide reasoned justifications for their views.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

FRENCH

This half term, we will explore the different modes of transport and places to visit. We will then link this to holiday plans. Throughout, there will be a focus on pronunciation, fluency and confidence whilst speaking in French.

MUSIC

This half term we will continue to learn about the interrelated dimensions of music. We will focus on 'You've Got A Friend' by Carole King. Glockenspiels will be used with this song to learn to improvise and compose our own accompaniments.

RELIGIOUS EDUCATION

What difference does it make to believe in Ashima (harmlessness), grace or Ummah (community)?

This term we will be learning about what people from different religions believe and how they behave, share and celebrate within their communities.

Geography

In our unit 'Enough for Everyone', we will learn about the needs of settlements and the planet as a whole. Energy, food (distribution and consumption) and sustainability will be covered. We will use world maps and discuss the pros and cons of our global economy.

Design Technology

We will learn about the importance of buying and using seasonal food. Children will taste seasonal food grown in the UK before designing and making their own meal.

PE

This half term we will be focusing on creative movement skills in PE. We will develop our static balance and coordination as well as agility. Using games such as Volleyball and Handball, children will work through competitive and team games using skills taught. We will also explore 'dance through the decades' in some of our PE sessions.

Computing

The children will continue to learn about some common algorithms, recognising that more efficient solutions to the same problem can reduce the impact of computation on resources. They will remix and debug code on Scratch. Google Chromebooks will continue to be used across the curriculum this term.

PSHE

Our learning in PSHE will focus on 'Digital Wellbeing'. We will learn about online safety and link this with the law whilst also considering being safe and healthy whilst using our everyday devices.

Year 6 - Spring Term 2

Enough for Everyone



MATHS

Fractions, decimals and percentages:

- Fractions as percentages
- Equivalent fractions, decimals and percentages
- Percentage of amounts

Area, perimeter and volume:

- Area and perimeter
- Exploring area and perimeter with different shapes
- Volume

Statistics:

- Line graphs and bar charts
- Interpreting pie charts
- The mean

All times tables up to 12 x 12 and corresponding division facts will continue to be covered using TT Rockstars.

SCIENCE: Living things and their habitat

Knowledge and skills:

I classify living things into broad groups according to observable characteristics and based on similarities and differences.
I give reasons for classifying plants and animals in a specific way.
I know how living things have been classified.
I can describe and investigate helpful and harmful microorganisms.

Working scientifically:

I read, spell and pronounce scientific vocabulary accurately.
I know how to plan different types of scientific enquiry.
I know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
I report findings from enquiries in a range of ways.
I know how to explain a conclusion from an enquiry.