

Year 6	Term 1 Oh I do like to be beside the seaside: Cleethorpes Vs The World	Term 2 Oh I do like to be beside the seaside: Cleethorpes Vs The World	Term 2 (2 weeks) Fairytale Christmas	Term 3 Horrible Histories: Vikings	Term 4 Horrible Histories: Vikings	Term 5 On your marks, get set, grow!	Term 6 On your marks, get set, grow!
Hook Days, exit points, trips	Hook Day - Whole school trip to the beach Exit Point – Travel Agents for the afternoon.		Christmas – whole school panto (snow white) Nov 5th	Exit Point – Real Vikings visit 25 th March – Long boat – parents in afternoon to collaborate in our own make	Hook Day – Exit point - Finance fortnight Summer fair Trip: Year 6 Camp.		

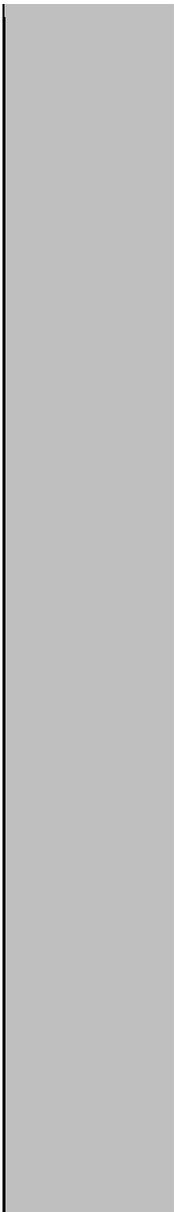
<p>Literacy – Power of Reading Specify assessment pieces you will cover each term</p>	<p><u>Power of Reading Flotsam</u> Can I use reasoning to support my opinions? Can I create a character profile? Can I write a non-chronological report about cameras?</p>	<p><u>Power of Reading Flotsam</u> Can I create a piece of digital artwork depicting the last photo on the camera? Can I take notes about a documentary to support a letter? Can I create a surreal sea-creature?</p>	<p><u>Power of Reading Grimms' Fairy Tales</u> Can I create a shadow puppet for a twisted fairy tale and perform it to another class? Can I create a newspaper article?</p>	<p><u>Power of Reading Wonder</u> Can I sketch Mr Tushman's office? Can I role-play August's tour of the school? Can I create my own precept with explanation? Can I re-write a chapter with an alternative ending. Can I write an informal letter to Christopher?</p>	<p><u>Power of Reading Arthur & The Golden Rope</u> Can I write a non chronological report about a mythical creature. Can I write a myth?</p>	<p><u>Power of Reading Pig Heart Boy</u> Can I write a non-chronological report about the circulatory system? Can I write a monologue?</p>	<p><u>Power of Reading texts</u></p>
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Literacy linked to topic		Can I write a formal letter?					
SPAG	Expanded noun phrases Relative clauses Apostrophes for omission and contraction Tenses	Formal language Connective Adverbs Semi colons, colons Determiners	SVO Passive and Active Voice Parenthesis Synonyms and Antonyms Semi colons Inverted commas	Dashes to add detail Apostrophes for omission and its\it's FANBOYS Converting direct/reported speech Hyphens	Subordinating conjunctions Modal verbs Adverbs of time, manner and place Commas for clauses and clarity	Subjunctive form Replace the subject with a pronoun Present/past progressive Present/past perfect Sentence types	

<p>Maths – Busy Ants</p>	<p>Number and Place Value Addition and subtraction Properties of shapes Multiplication and division Fractions Position and Direction</p>	<p>Addition and subtraction Decimals Length Multiplication and division Fractions, decimals and percentages Time</p>	<p>Addition, subtraction, multiplication and division Algebra Properties of shapes Multiplication and division Multiplication and division including Decimals Mass</p>	<p>Fractions Ratio and proportion Statistics Multiplication and division Multiplication and division including Decimals Perimeter and area</p>	<p>Addition, subtraction, multiplication and division Algebra Properties of shapes Multiplication and division including Decimals Fractions Volume and Capacity</p>	<p>Fractions Ratio and proportion Position and direction Multiplication and division including Decimals Fractions, decimals and percentages Statistics</p>
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Maths linked to the curriculum	Area of physical features of a map > Linked to fractions and the whole.	Venn Diagrams Time lines	Value for money and ratios				Finance fortnight – money/statistics
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<p>Science</p>	<p>Light: Linked to what happens to light as you travel deeper underwater</p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Use the ray model to explain the size of shadows</p>	<p>Electricity: Linked to Christmas tree lights.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Working Scientifically:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>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</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Use information from different</p>	<p>Biology: Linked to Growing</p> <p>Explain how some living things adapt to survive in extreme conditions</p> <p>Analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet</p> <p>Begin to understand what is meant by DNA</p> <p>Readily group animals into reptiles, fish, amphibians, birds and mammals</p> <p>Make a diagram of the human body and explain how different parts work and depend on one another</p> <p>Compare the organ systems of humans to other animals</p>
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Explain the danger of short circuits and what a fuse is

sources to answer a question and plan a scientific enquiry

Make a prediction which links with other scientific knowledge

Plan in advance which equipment they will need and use it well

Link their conclusions to other scientific knowledge

<p>Computing</p>	<p>Use bingmaps.com's Ordnance Survey maps to screenshot and export into Word, then in Word create text boxes and arrows to label.</p> <p>I can use a range of technology for a specific project</p> <p>I can select, use and combine software on a range of digital devices</p> <p>I can use selection in programs</p> <p>I can discuss the risks of online use of technology</p> <p>I can identify how to minimise risks</p>	<p>Using Piccollage to create moodboards from internet research for their Christmas Tree Decoration</p>	<p>Using Scratch to create a conversation game programme</p> <p>I can design a solution by breaking a problem up</p> <p>I recognise that different solutions can exist for the same problem</p> <p>I can use logical reasoning to detect errors in algorithms</p> <p>I can work with variables</p> <p>I can explain how an algorithm works</p> <p>I can explore what if? questions by planning different scenarios for controlled devices</p>		
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History

I can place features of historical events and people from the past societies and periods in a chronological framework

>>> TIMELINE

I can summarise the main events from a period of history, explaining the order of events and what happened

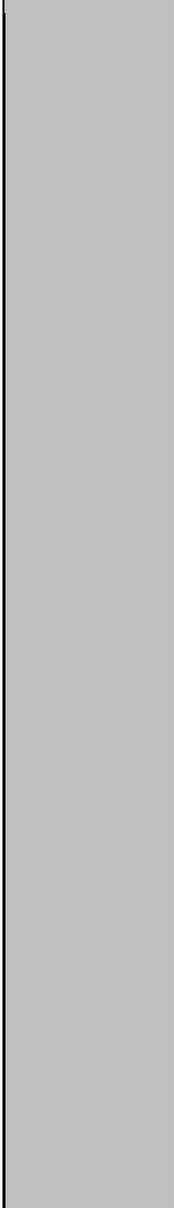
I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)

I can identify and explain differences, similarities and changes between different periods of history

I can describe a key event from Britain's past using a range of evidence from different sources

>>> VIKING INVASION

I can describe the features of historical events and way of life from periods I have studied; presenting to an audience



I can spot old and new things in a picture

I can identify and explain propaganda

>>>> ART PIECE 'JOIN THE LONGBOAT TEAM'

I can summarise how Britain has had a major influence on the world

Geography

I can use Ordnance Survey symbols and 6 figure grid references.

>>>> exit point: create an ordnance survey map for their seaside.

I can describe how some places are similar and dissimilar in relation to their human and physical features

>>>> exit point: create a venn diagram.

I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles

>>> exit point: Map of the world with the above indicated plus their seaside.

I can explain how time zones work and calculate time differences around the world

>>> exit point: time zone of their seaside.

I can answer questions by using a map

I can use maps, 'Aerial photographs,

plans and e-resources to describe
what a locality might be like
>>>> exit point: create a
passage/advert/leaflet
***ASSESSED PIECE OF
WRITING*** to sell their seaside.

<p>Art</p>	<p>Chalk pastel pictures of the seaside at sunset.</p> <p>I can explain why I have used different tools to create art</p> <p>I can explain why I have chosen specific techniques to create my art</p> <p>I can use feedback to make amendments and improvement to my art</p>	<p>I can over print to create different patterns (Christmas Card)</p>	<p>I can explain the style of my work and how it has been influenced by a famous artist (PICASSO – faces linked to Wonder)</p> <p>I can use a range of e-resources to create art</p>	<p>See above - propaganda poster.</p>		
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DT

I can use market research to inform my plans and ideas
I can follow and refine my plans
I can justify my plans in a convincing way
I can show that I consider culture and society in my plans and designs
I show that I can test and evaluate my products
I can explain how products should be stored and give reasons
I can work within a budget
I can evaluate my product against clear criteria.

Finance
fortnight –

RE	<p>Furnace and how it relates to children in our environment. Debated the parable 'Prodigal Son' furnace within the story.</p> <p>Individual research into 1/5 major religions and shared collectively. Looked at injustice in society, Rosa Parks and the Montgomery bus boycott. Martin Luther King and segregation in society and their hopes for a better world.</p>						
PSHE	British Values			Bullying, differences			Sex Education
PE	Tag Rugby	Indoor Athletics	Dodgeball				

Music	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 inter-related dimensions of music.						
French	Year 6 Salut (Actions)						

Music

Can I create a playlist for August?

Play

I can sing in harmony confidently and accurately

I can perform parts from memory

I can take the lead in a performance

I can use a variety of different musical devices in my composition (including melody, rhythms and chords)

I can evaluate how the venue, occasion and purpose affects the way a piece of music is created

I can analyse features within different pieces of music

I can compare and contrast the impact that different composers from different times have had on people of that time