Year 6 Term 1 Overview

WRITING

Based on: *Macbeth (Literacy Shed), Alma (Literacy Shed)*

Genres covered:

Postcard, Letter, Diary Entry, Narrative, Information text, Newspaper article, Recount

Cross curricular:

Information text on an aspect of Tudor life, research piece on topic of evolution in science.

Other focuses:

Use of basic punctuation, varied sentence openers, using thesaurus and dictionary, legible, fluent, joined handwriting.

SPAG

<u>Ready to write</u>
Relative clauses
Modal verbs
Adverbs
Parenthesis
Expanded noun phrases
Commas
Present tense
Past tense

<u>Synonyms & antonyms</u>

<u>Word classes in sentences</u>
Nouns
Verbs
Adjectives
Adverbs
Subject and object
Determiners
Conjunctions
Prepositions

<u>Recognising and using subjunctive form</u>

MATHS

<u>Place Value</u>
Numbers to 1,000,000, numbers to 10,000,000
Read and write numbers to 10,000,000
Powers of 10
Number line to 10,000,000
Compare, order and round any integers
Negative numbers

<u>Addition, subtraction, multiplication and division</u>
Add and subtract integers
Common factors and common multiples
Rules of divisibility
Primes to 100
Square and cube numbers
Multiply up to a 4-digit number by a 2-digit number
Short division and division using factors
Introduction to long division and long division with remainders
Solve problems with multiplication, division and solve multi-step problems
Order of operations
Mental calculations and estimation and reason from known facts

<u>Fractions (and decimals)</u>
Equivalent fractions and simplifying and equivalent fractions on a number line
Compare and order (denominator) and compare and order (numerator)
Add and subtract simple fractions and add and subtract any two fractions
Add and subtract mixed numbers
Multi-step problems
Multiply fractions by integers and fractions
Divide any fraction by an integer
Fraction of an amount and find the whole

<u>Converting Units</u>
Convert and calculate with metric measures
Miles and kilometres
Imperial measures

Year 6 Term 1 Overview

READING	SPELLING
***Texts covered**:* 'Macbeth', 'The Accidental Prime Minister' Objectives: • Predictions using basic text images • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Explore Shakespearian language and compare it to the modern day • Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Making comparisons with and across books • Examining characters, settings and plot lines • Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views	• Non-negotiable spellings • Y5 and 6 Challenge Words • Year 5/6 spellings • Short vowel sound (i) spelled (y)
GEOGRAPHY	**HISTORY**
Where does our energy come from? • Describe the significance of energy • Give examples of sources of energy and their trading routes • Define renewable and non-renewable energy • Discuss the benefits and drawbacks of different energy sources • Describe the significance of the Prime Meridian • Identify human features on a digital map • Discuss how transport links have changed over time • Locate UK cities on a map • Use six-figure grid references to identify features on an OS map • Consider and justify the location of energy sources • Design and use interview questions • Plot points on a sketch map	**What was life like in Tudor England?** • Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester • Make deductions using inventories and making judgements as to whether a person was rich or poor • Explain how inventories are useful to historians and create a realistic inventory

SCIENCE	RE
Living Things and Their Habitats • Define the term 'organism' and name the seven life processes of all living things • Describe the work of Carl Linnaeus • Define the term 'vertebrate' and name the vertebrate groups • Describe the characteristics of fish, amphibians, reptiles, birds and mammals • Compare the characteristics of the vertebrate groups • Define the term 'invertebrate' • Describe the characteristics of worms, snails, spiders and insects • Compare the characteristics of the invertebrate groups • Name the plant groups • Describe the characteristics of flowering plants, ferns, mosses and conifers **Light and Reflection** • Compare sources of light and explain how the eye is protected from light • Describe how light travels and how we see luminous and non-luminous objects • Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow • Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it • Recall what happens to light when it reaches a smooth mirror surface • Identify the incoming and reflected rays and describe the relationship between their angles • Use mirrors to make a working periscope and explain how a periscope works using ray diagrams • Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations • Explain how light is reflected using knowledge of light and reflection	**Why does religion look different around the world?** • Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances • Compare similarities and differences between the Abrahamic religions • Recall why different worldviews may have interpreted similar origins differently • Give reasons about why Shabbat can be observed differently • Consider how geography and culture can affect religious traditions • Explain why people may choose to wear head wear or hair coverings to support their belief **Why does religion look different around the world? (Part 2)** • Give reasons why beliefs vary across a country such as India • Recognise some ways Hindu worship is influenced by geography, history and culture • Recognise the factors that can influence beliefs • Identify differences within stories related to Diwali • Explain why there are different artistic representations of Buddha • Understand some reasons why there are different Buddhist teachings and practices • Give examples of differences within and between worldviews • Identify and categorise reasons for diversity

COMPUTING	ART
Coding • To design a playable game with a timer and a score • To plan and use selection and variables. To understand how the launch command works • To use functions and understand why they are useful • To understand how functions are created and called **Online Safety** • To identify benefits and risks of mobile devices broadcasting the location of the user/device • To identify secure sites by looking for privacy seals of approval • To identify the benefits and risks of giving personal information • To review the meaning of a digital footprint • To have a clear idea of appropriate online behaviour • To begin to understand how information online can persist • To understand the importance of balancing game and screen time with other parts of their lives • To identify the positive and negative influences of technology on health and the environment	**Drawing - Make my voice heard** • Collect a good range of imagery, adding annotated notes and sketches • Make relevant comparisons between different styles of art • Use tools effectively to explore a range of effects • Respond to the meaning of a spirit animal through drawing • Generate symbols that reflect their likes and dislikes with little support • Create a tile that is full of pattern, symbols and colours that represents themselves • Discuss ideas to create light and dark through drawing techniques • Explain the term chiaroscuro • Apply chiaroscuro to create light and form through a tonal drawing • Understand the impact of using techniques for effect • Participate in a discussion that examines the similarities and differences between different styles of art • Form their own opinions about what art is, justifying their ideas • Identify a cause and decide what message they want to convey • Understand artist's choices to convey a message • Review sketchbook and creative work to develop a drawn image • Review and revisit ideas to develop their work

MUSIC	DESIGN TECHNOLOGY
Dynamics, Pitch and Texture (Fingal's Cave) • Engage in discussion about the sounds of an orchestral piece • Have a selection of varied vocabulary in response to what they hear • Change dynamics and pitch, differentiating between the two • Take the role of conductor or follow a conductor • Change texture within their group improvisation and talk about its effect • Create a graphic score to represent sounds • Follow the conductor to show changes in pitch, dynamics and texture **Film Music** • Identify how different styles of music contribute to the feel of a film • Participate in discussions, sharing their views and justifying their answers • Use the terms 'major' and 'minor' • Identify different instruments to describe how music evokes different emotions • Identify pitch, tempo and dynamics, and use these to explain and justify their answers • Give reasonable and thought-out suggestions for what different graphic scores represent • Use their body, voice and instruments to create sounds to represent a given theme • Create a musical score to represent a composition • Interpret their graphic score and performing their composition appropriately with their group • Create sounds that relate to the scene of a film	**Mechanical Systems – Automata Toys** • Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements • Follow health and safety rules, taking care with the equipment • Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration • Develop a design idea with some descriptive notes • Explore different cam profiles and choose three for their follower toppers with an explanation of their choices • Create neat, decorated follower toppers with some accuracy • Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata • Decorate and finish the automata to meet the design criteria and brief • Evaluate their finished product, making descriptive and reflective points on function and form

PE

Football

- Create and use space to help my team
- Pass, receive and shoot the ball with increasing control under pressure
- Select the appropriate action for the situation and make this decision quickly
- Use marking, and/or interception to improve my defence
- Use the rules of the game consistently to play honestly and fairly
- Work collaboratively to create tactics with my team and evaluate the effectiveness of these
- Work in collaboration with others so that games run smoothly

Cricket

- Select the appropriate action for the situation
- Strike a bowled ball with increasing consistency and accuracy
- Use a wider range of fielding skills with increasing control under pressure
- Use the rules of the game consistently to play fairly
- Work in collaboration with others so that games run smoothly
- Recognise my own and others strengths and areas for development and can suggest ways to improve
- Understand and can apply some tactics in the game as a batter, bowler and fielder

Swimming

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations

MFL

En Classe

- Remember and recall 12 classroom objects with their indefinite article/determiner
- Replace an indefinite article/determiner with a possessive adjective
- Say and write what they have and do not have in their pencil case

At School

- Repeat and recognise the vocabulary for school subjects
- Say what subjects they like and dislike at school
- Say why they like/ dislike certain school subjects
- Tell the time (on the hour) in French
- Say what time they study certain subjects at school

PSHE

Family and relationships

- Understand that everyone can expect a level of respect but this can be lost
- Understand what respect is and how they should be respected
- Understand how stereotypes influence our ideas and opinions
- Understand a range of stereotypes and share this information effectively
- Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise
- Understand the term grief and describe some of the associated emotions

Health and Wellbeing

- Describe qualities or values they want to develop and create goals
- Describe the importance of relaxation and suggest different strategies
- Describe how they take care of their physical wellbeing
- Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this
- Describe what resilience is, why it is important and resilience strategies
- Understand how vaccination works and why it is important to individuals
- Understand that habits can be good or bad for health
- Understand that changes in their body could indicate illness and know what to do if they notice them