

English

Book: The London Eye Mystery

Key Skills:

Reading

- To recognise more complex themes in what they read
- To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to
- make improvements when participating in discussions
- To compare characters, settings and themes within a text and across more than one text
- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect
- To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Writing

- To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their
- own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality.

Humanities (History/Geography)

Topic: Rebuilding Britain after WW2.

Key Skills:

- Understand how changes have occurred and link within and across the time periods studied
- To understand how the past has affected the present and future.
- To know the importance of sources and what makes it reliable and useful.
- To understand the impact the War had on Britain and the world.

Science

Topic: Classification of animals and plants

Key Skills:

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identifying scientific evidence that has been used to support or refute ideas or arguments
- select and plan the most appropriate type of scientific enquiry to use to answer scientific questions

Summer Term 1 Year Six 2020

Art/DI

Topic: Tapestry

Skills: record observations and improve mastery of art by using a range of materials.

Continue History of Morasha through Tapestry.

PSHE and FBV

Topic: Economic Awareness

Key Skills:

- To learn about budgeting and what it means to budget.
- To understand why financial management and planning is important.
- To understand terms such as loan, interest, tax and discount.

Music

Topic: Performance

Skills:

- **Sing from memory with confidence and perform showing expression.**
- **Be confident in singing a solo or harmony part**
- **Maintain my own part with an awareness of what others are singing.**
- **Refine and improve my work.**

Maths

Topics: Ratio and properties of shapes

Key Skills:

- Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Draw 2-D shapes using given dimensions and angles.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Ivrit

Topic:

Computing

Topic: Text Adventures

Key Skills:

- Children can split their adventure-game design into appropriate sections to facilitate coding it.
- Children can code, test and debug the sections, using 2Code.
- Children can use the 'launch' command in 2Code to bring all the sections of their game together into a playable adventure game.

Topic: Net/court/Wall games

Key Skills:

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.