

## English

**Book:** Story writing

### Key Skills:

#### Reading

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying how language, structure and presentation contribute to meaning. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

#### Writing

- write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
- using passive verbs to affect the presentation of information in a sentence.
- using the perfect form of verbs to mark relationships of time and cause.
- synonyms & antonyms.
- further cohesive devices such as grammatical connections and adverbials.
- To use grammar and vocabulary which is suited to the purpose of my writing.

## Computing

**Topic:** Blogging

### Key Skills:

- To identify the purpose of writing a blog and its key features.
- To plan the theme and content for a blog and write the content.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand the importance of regularly updating the content of a blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.

## 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.

## Science

**Topic:** Evolution and Inheritance

### Key Skills:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
- 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.

## Humanities (History/Geography)

**Topic:** Comparing different regions

### Key Skills:

- To identify the position and significance of the Greenwich Meridian and different time Zones.
- Linking with history, compare land use of maps from the past with present.
- On a map locate main countries and identify their main environmental regions.
- Use naps and describe features studies with 8 points of a compass, extending to 6 figure grid references.
- Describe and show an understanding of the climate Zones of the Key places .

## Music

**Curriculum objective:** composing and performing songs from different cultures and different styles. **Key Skills:** sing songs with clear diction, pitch, phrase and musical expression; perform alone and in the group; demonstrate imagination and confidence in the use of sound; use ICT to organise musical ideas; use a variety of different musical devices including melody, rhythms and chords; improvise when performing; use standard musical notation.

## Spring Term 2 Year Six 2021

## Art/DT

**Topic:** Bread

**Key Skills:** Research and plan the history of bread and design a recipe. Look at food packaging and marketing a product.

NC Objectives: To Be able to research, plan, prepare and cook a dish apply knowledge of ingredients and technical skills.

## Maths

**Topics:** Converting units, perimeter, area and volume, ratio

### Key Skills:

- Solve problems involving calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- 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.
- Convert between miles and km.
- 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 they scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup> , m<sup>3</sup> and extending to other units.

## Ivrit

**Topic**

After the trip

### Key Skills :

- Engage in longer conversations.
- Create his / her own sentences using knowledge of basic sentence structure.
- Write a range of phrases and sentences from memory and adapt them to write his / her own sentences on a similar topic.
- Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.

### Ideas:

- Take part in simple conversation and express their opinions.
- Write a short text on a familiar topic.
- Understand longer and more challenging texts..

**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.