

Year 6 - Spring term 1 - Half term planning

Geography

To investigate places:

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

To investigate patterns:

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.

To communicate geographically:

- Describe and understand key aspects of:
physical geography, including: climate zones, biomes
human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Around the
World

Polar
Regions

ICT -

To use an Excel Application: Use the Reporter operators () + () - () * () / () to perform calculations.

Use many of the advanced features in order to create high quality, professional or efficient communications.

Science - Evolution and Adaptation

Biology - To understand evolution and inheritance:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Writing

Essential Opportunities:

Narrative -

- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-Fiction -

- Write recounts, non-chronological reports, newspaper reports, discussions, biographies and formally.

Composition:

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Note, develop and research ideas.
- Plan, draft, write, edit and improve.

To use imaginative description: Use the techniques that authors use to create characters, settings and plots.

- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.

To organise writing appropriately: Guide the reader by using a range of organisational devices, including a range of connectives.

Spelling, punctuation and grammar:

- **To spell correctly** (Use prefixes and suffixes and understand how to add them, spell further homophones and spell correctly often misspelt words)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. (e.g: find out - discover ask for - request)
- Use of the active and passive voice to affect the presentation of information in a sentence.
- Use of the dash, comma and brackets to mark the boundary between independent clauses.
- Write sentences that include a clear subject and verb.
- Write sentences that include hyphens.
- Write sentences that include parenthesis.
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

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Maths

To add and subtract:

- Add and subtract negative integers.
- Use negative numbers in context and calculate intervals across zero.

To multiply and divide

- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Use knowledge of the order of operations to carry out calculations involving the four operations.
- Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.

To understand the properties of shapes:

- To draw 2D shapes using given dimensions and angles.

Fractions (including decimals and percentages, ratio and proportion)

- To solve problems involving similar shapes where the scale factor is known or can be found.
- Compare and order fractions, including fractions >1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Divide proper fractions by whole numbers.

Algebra:

- To create and describe linear number sequences. To show missing number problems algebraically.
- To find pairs of numbers which satisfy an equation with two unknown values.

To use measures:

- To convert between miles and kilometres.

To use statistics:

- Interpret pie charts and line graphs and use these to solve problems.

PE - Gymnastics

- Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills.
- Hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Practise and refine the gymnastic techniques used in performances (listed above).
- Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to swing (remaining upright).

Reading

Texts: *East of the Sun, West of the Moon* by Jackie Morris and *Shackleton's Journey* by William Grill

To understand texts:

Learn a wide range of poetry by heart (*The Raven* by Edgar Allen Poe)
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Check that the book makes sense, discussing understanding and exploring the meaning of words in context.

Ask questions to improve understanding.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Predict what might happen from details stated and implied.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve and record information from non-fiction.

Provide reasoned justifications for views.

Art and Design - Icebergs/Arctic/Antarctic animals/Colours To develop ideas:

Develop and imaginatively extend ideas from starting points throughout the curriculum.

- Collect information, sketches and resources and present ideas imaginatively in a sketch book.

To master techniques:

Drawing:

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.

R.E - Islam - the 5 pillars

To understand beliefs and teachings:

- Explain how religious beliefs shape the lives of individuals and communities.

To understand practices and lifestyles:

- Explain the practices and lifestyles involved in belonging to a faith community.
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- To understand how beliefs are conveyed. To reflect.
To understand values.