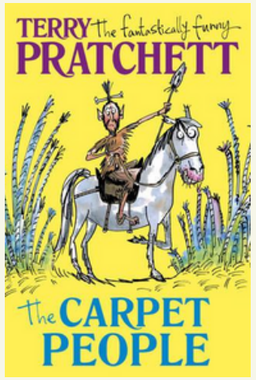
YEAR 6 - SUMMER TERM 2

Happy, Successful, Curious Communicators

LRR



To understand what is read by exploring the meaning of words in context.
To identify and discuss themes and conventions in and across a range of writing.
To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences.
To understand what they read by checking that the book makes sense to them and discussing their understanding.

ENGLISH

To plan my writing by indentifying the audience and purpose of my writing, selecting the appropriate form and using other similar writing as models for my own.
To draft and write narrative by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

MATHS

Week 1 - Geometry
Week 2 - Measurement
Week 3 - Algebra
Week 4 - Ratio and proportion
Week 5 - Statistics

PE

Week 1 & 2 – Begin to build a variety of running techniques and use with confidence.
Week 3 – Can perform a running jump with more than one component (e.g. hop, skip jump)
Week 4 – Demonstrate accuracy and confidence in throwing and catching activities
Week 5 – Begin to record peers' performances and evaluate these.

GERMAN

LESSON 1 – TO READ AND UNDERSTAND A HUMOROUS SKETCH
LESSON 2 – TO ADAPT A MODEL AND WRITE A CAFE SKETCH
LESSON 3 – TO TAKE PART IN A PERFORMANCE
LESSON 4 – TO REMEMBER FRUIT AND VEGETABLE NOUNS
LESSON 5 – TO UNDERSTAND NOUNS ASSOCIATED WITH NATURE
LESSON 6 – TO APPLY LANGUAGE SKILLS

MUSIC

To compose a ternary piece in small groups.
To compose a melody.
To incorporate rhythmic variety to the melodic phrases.
To enhance melodies by adding repetition and contrast.
To enhance melodies with rhythmic or choral accompaniment.
To practice ternary composition in small groups.
To perform composition.

GEOGRAPHY

- To understand the key vocabulary associated with rivers, including channel, dam, deposition, discharge , erosion, mouth, source, tidal bore, tributaries and valley.
- To describe the course of a river.
- To list some ways that rivers are used.
- To explain how meanders and oxbow lakes are formed.
- To describe the impact of a dam.
- To use the index in an atlas to find rivers.

SCIENCE / PSHE

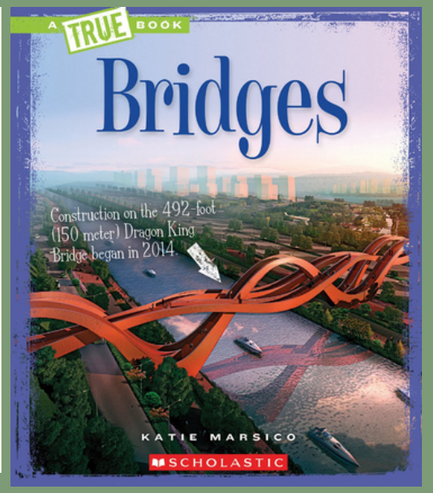
- Puberty (girls) - learning about menstruation
- (boys) - understanding about wet dreams and masturbation
- Learning and understanding how babies are made
- Learning and understanding how multiple births occur
- Learning about pregnancy and how babies are delivered
- Personal identity - understanding key terms related to sexual identity and gender identity and the unacceptability of prejudice
- Equality - Learning about discrimination and the groups covered by the Equality Act
- Getting help - Learning about who can help us and that it is good to talk

DESIGN AND TECHNOLOGY

Week 1: To go thorough evaluations of existing products considering the cost to make, how innovative they are, and how sustainable the materials are.
Week 2 - To come up with innovative design ideas, and create a design criteria and specification, drawing on market research.
Week 3 - To independently model and refine design ideas by making prototypes and produce suitable lists of tools, equipment, materials needed, considering constraints.
Week 4 - To accurately measure, mark out, cut and shape materials/components.
Week 5 - To accurately assemble, join and combine materials/components, and reinforce and strengthen a 3D frame.
Week 6 - To accurately apply a range of finishing techniques. Week 7 - To test and evaluate final product; explain what would improve it and the effect different resources may have had.

RE

- People interpret things differently and what influences own beliefs
- How do Muslims understand 'struggle' in life
- Conditions for a 'Just War' and beliefs
- A balanced argument: Does belief in Akhirah help Muslims lead good lives?
- Share your own positive vision for the world



DON'T FORGET

- TRANSTION TO SECONDARY SCHOOL
- SPORTS DAY
- LEAVERS ASSEMBLY
- END OF SCHOOL TREAT

ICT

1. To create a program to run on a controllable device
2. To explain that selection can control the flow of a program
3. To update a variable with a user input
4. To use an conditional statement to compare a variable to a value
5. To design a project that uses inputs and outputs on a controllable device
6. To develop a program to use inputs and outputs on a controllable device