



English

As writers, our learning will be centred around our core text of 'Kensuke's Kingdom' by Michael Morpurgo.



Through this, we will:

- Use dialogue to indicate character and event.
- Consider the formality of a text and the related grammatical and language devices.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary, making selections for precision.
- Evaluate own and others' writing; with direction, proof read, edit and revise.
- Identify the intended audience and purpose in order to manipulate grammatical and presentational structures for effect.
- Enhance cohesion through strategies such as adverbials, conjunctions, pronouns and precise tense changes.
- Use punctuation to enhance clarity, such as commas to demarcate different clauses and parenthesis.
- Describe characters, settings and create atmosphere, to convey characters emotions and enhance the action.
- Debate, discuss and re-enact key themes from the book.

YEAR 6

SPRING



The
DIAMOND
Learning Partnership Trust
Be Inspired



Reading

Our reading for pleasure text will be 'The final Year' by Matt Goodfellow..



As readers, we will focus on:

- Participating in discussion about our book, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Summarising main ideas from more than one paragraph, identifying key details which support these.
- Readily asking questions to enhance understanding.
- Making comparisons within and across books.
- Evaluating how authors use language, including figurative language and its effect on the reader.
- Drawing inferences about a character or what will happen next and justify these with evidence from the text.



Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus on 'Fractions.'

Through this, we will:

- Simplify fractions and find equivalences.
 - Compare and order fractions.
- Add and subtract fractions and mixed numbers.
- Multiply fractions by integers and fractions.
 - Divide fractions by integers.
 - Find fractions of amounts.
- Solve problems using fractions.



French

A As learners of language, our Kapow unit is 'Meet my French Family.'

Through this, we will:

- Recognise and use phrases to say if I have a brother or sister.
- Name different family members on a family tree.
- Build descriptive sentences into a short paragraph
- Plan and prepare a short presentation about my family.



History

As historians, unit is 'Crime and Punishment'

Through this, we will:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.



Geography

As geographers, our unit is 'Biomes'

Through this, we will:

- Use Ordinance Survey symbols and 6 figure grid references.
- Answer questions by using a map.
- Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- Describe how some places are similar and dissimilar in relation to their human and physical features.
- Name the largest desert in the world and locate desert regions in an atlas.
- Identify and name Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.



Science

As scientists, our unit is 'Evolution and Inheritance.'

Through this, we will:

- Explain why there are differences within a species.
- Recognise the inheritance of characteristics in plants and animals.
- Explain why adaptation is necessary.
- Model how natural selection affects population size.
- Describe the theory of evolution.
- recognise evidence that can be used for evolution.



Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Young Voices
- World Book Day
- Passport to the world
- Cambridge trip to University and museum



Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework each week:

- A minimum of 45 minutes sessions on Maths Whizz and 15 minutes of TT Rockstars
- A minimum of 5 x 15 minute reads a week to be signed in diaries and quizzing on Accelerated Reader.
- Weekly spellings sent home.



Art

As artists, our unit is 'Still life.'

Through this, we will:

- Draw a still life study in charcoal.
- Draw using a negative medium.
- Paint a still life study in colour.
- Sketch ideas for a still life study.



PE

As a sportsperson, we will focus our learning on 'Dance and Tennis'

Through this we will:

- Plan and perform sequences individually and in groups.
- To work co-operatively with a partner and employ tactics to outwit an opponent.
- To develop the forehand and backhand groundstroke.
- To develop accuracy of the underarm serve.
- combine and link an increasing number of movement phrases and patterns.
- Demonstrate a range of dance techniques, such as isolation, tempo and repetition.



Music

As musicians, our unit is 'Theme and variations: Pop Art.'

Through this, we will:

- Explore the musical concept of theme and variations.
- Compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.
- Use complex rhythms to be able to perform a theme.
- Play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.
- Use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms.



PSHE

As citizens of the community, our unit is 'Safety and the changing body.'

Through this, we will:

- Understand some issues related to online friendships including the impact of their actions.
- Learn about staying safe online.
- understand how to help someone who is choking.
- Begin to understand the risks of alcohol.
- understand the influence others have on us and how we can make our own decisions.
- Understand the influence others have on us and how we can make our own decisions.
- Understand the biology of conception.



Design Technology

As designers, our Kapow unit is 'Structure: playgrounds.'

Through this, we will:

- Create five apparatus designs, applying the design criteria to their work.
- Make suitable changes to their work after peer evaluation.
- Make roughly three different structures from their plans using the materials available.
- Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.
- Secure their apparatus to a base.
- Make a range of landscape features using a variety of materials which will enhance their apparatus.



Computing

As learners of computing, our unit is 'Big Data 1'

Through this, we will:

- Identify how barcodes and QR codes work.
- Recognise how RFID is used.
- Input and analyse real-world data.
- Analyse and evaluate data.



Religious Education

As learners of religious education, our unit will be, Creation and Science- Conflicting or Complementary?'

Through this, we will explore these questions:

- What do Christians believe about Creation?
- What do Humanists believe about Creation?
- How do evolution theories link with the Bible?
- Why do some Christians and Scientists have conflicting opinions?
- How do scientists use religious texts to support their faith?
- Are Science and Creation conflicting or complementary?