

<p>Reading</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectation of Y6 spelling, Maintain positive attitudes to reading and understanding of what he/she reads:</p> <ul style="list-style-type: none"> - by reading books that are structures in different ways and reading for a range of purposes - by identifying and discussing themes and conventions in and across a wide range of writing, - by making comparisons within and across books <p>Understands what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>English</p> <p>Explain and discuss understanding from reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> • Writing <p>Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.</p> <p>Plan writing by noting and developing ideas, drawing on reading and research where nec.</p> <p>Plan narrative through reasoned consideration of how authors have developed characters and settings.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on reading as model for own writing.</p> <p>Draft and write narrative, describing setting, character and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p>	<p>Art & Design</p> <p>TOPIC CONTEXT: Refugee Crisis - A Story Like The Wind</p> <p>- ART & DESIGN SKILLS FOCUS:</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Refine his/her use of learnt techniques</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds etc.</p>	<p>Computing</p> <p>TOPIC CONTEXT: Coding</p> <p>COMPUTING SKILLS FOCUS</p> <p>Set IF conditions for movements, specifying types of rotation giving the number of degrees.</p> <p>Change the position of objects between screen layers.</p> <p>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p> <p>Combine the use of pens with movement to create interesting effects.</p> <p>Set events to control other events by 'broadcasting' information as a trigger.</p> <p>Use IF, THEN, ELSE conditions to control events or objects.</p> <p>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</p>
<p>MULTIPLICATION & DIVISION</p> <p>Multiply up to 4 digits by 2 digits using formal method.</p> <p>Divide up to 4 digits by 2 digit whole numbers using formal long division, interpreting remainders as whole numbers, fractions or by rounding as appropriate.</p> <p>Divide numbers up to 4 digits using short division, interpreting remainders according to context.</p> <p>FRACTIONS</p> <p>Compare and order fractions, including fractions >1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p>	<p>Mathematics</p> <p>Associate a fraction with division and calculate decimal fraction equivalents</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>MEASURES</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>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 and vice versa.</p> <p>Recognise that shapes with the same areas can have different perimeters.</p> <p>GEOMETRY</p> <p>Draw 2D shapes using given dimensions and angles</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.</p> <p>RATIO & PROPORTION</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Design & Technology</p> <p>TOPIC CONTEXT: Refugee Crisis - A Story Like The Wind</p> <p>DESIGN & TECHNOLOGY SKILLS FOCUS:</p> <p>Christmas</p> <p>Use technical knowledge accurate skills to problem solve during the making process.</p> <p>Apply knowledge of materials and techniques to refine and rework</p>	<p>Geography</p> <p>TOPIC CONTEXT: Refugee Crisis - A Story Like The Wind</p> <p>GEOGRAPHY SKILLS FOCUS:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>
<p>Science</p> <p>TOPIC CONTEXT Inheritance and Evolution</p> <p>SCIENCE: WORKING SCIENTIFICALLY & EVOLUTION AND INHERITANCE</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptations may lead to evolution.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as display and other presentations.</p>	<p>History</p> <p>TOPIC CONTEXT: Refugee Crisis - A Story Like The Wind</p> <p>HISTORY SKILLS</p> <p>Make confident use of a variety of sources for independent research</p> <p>Understanding of events, people and changes, noting connections, contrasts and trends over time and show developing appropriate use of historical terms.</p>	<p>Modern Languages</p> <p>Spanish - planned and taught by Suzanna</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Show confidence in reading aloud, and in using reference materials.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Refer to recent experiences or future plans, as well as everyday activities.</p> <p>Include imaginative words.</p> <p>Convey meaning through speech.</p> <p>Understand the main points and opinions in spoken passages.</p> <p>Take part in conversations to seek and give information.</p>	<p>Music</p> <p>To be planned and taught by Mrs Ayles.</p>
		<p>Physical Education</p> <p>TOPIC CONTEXT: - Games</p> <p>PHYSICAL EDUCATION SKILLS FOCUS</p> <p>Choose and combine techniques in games situations (running, throwing, catching, passing, jumping and kicking etc.)</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations</p> <p>Lead others when called upon and act as a good role model with a team.</p>	<p>Religious Education</p> <p>Sacraments & Advent</p> <p>Identifying special places and significant encounters with God.</p> <p>Identifying and understanding the symbolism and experiences of sacraments.</p> <p>Reflecting on our experience and understanding of sacraments.</p> <p>Exploring the preface to advent and the meaning behind it.</p> <p>Exploring the preparation of advent, what are we preparing for?</p>

