# Reading and Writing

- Develop vocabulary, connectives, openers and punctuation to interest a reader.
- Organise paragraphs effectively to produce narratives (including setting and character descriptions), diary entries, newspaper reports and non-chronological reports.
- Read and reproduce a variety of fictional pieces, including work based around Tsunami by Kimiko Kajikawa.

# English

#### **Grammar and Spelling:**

- Use appropriate register/style
- Use the passive voice for purpose
- Use relative clauses and commas in clauses accurately
- Use full punctuation
- Use accurate grammatical terms
- Consolidate knowledge of Y5 spelling rules and further develop Y6 rules.

# Art & Design

- Use sketchbooks to collect, record & evaluate ideas
- Improve mastery of techniques such as drawing/painting,
- Learn about great artists, architects & designers

# Physical Education

- <u>Games</u> Play competitive games, modified as appropriate (quick sticks/Netball/Athletics/Tag Rugby)
- <u>REAL PE</u> Creative seated and floor work. Cognitive – Ball skills

## History

 History will be covered in the spring and summer terms.

Number/Calculations:

- Secure place value & rounding to 10, 000, 000 including negatives
- All written methods including long division
- Use order of operations
- Identify factors, multiples & primes
- Solve multi-step problems

### Mathematics

#### **Geometry and Measurement**

- •Confidently use a range of measure & conversions
- Calculate area of a triangle & parallelograms
- Use area/volume formulas
- Classify shapes by properties Divide fractions by
- Know & use angle rules

#### **Statistics:**

- Interpret pie charts
- Calculate mean averages

#### Fractions & Decimals:

- Compare & simplify fractions
- Use equivalents to add fractions
- Multiply simple fractions
- Divide fractions by whole numbers
- Solve problems using decimals & percentages

## DT

#### Disaster Shelters

- Use research and develop design criteria to inform the design of a structure fit for purpose.
- Investigate and analyse a variety of materials to establish how successful they would be to construct the shelter.
- Select materials and components to make a model structure according to their functional properties.

# Computing

- Design & write programs to solve problems
- Use sequences, repetition, inputs, variables & outputs in programs
- Detect & correct errors in programs
- Understand uses of networks for collaboration & communication
- E-safety

# Geog

### Music

- Perform with control & in ensembles
- Improvise & compose using dimensions of music
  - Listen to detail and recall aurally
  - Use & understand basics of staff notation
- Develop an understanding of the history of music, including great musicians & composers

# RE

# Science

#### **Chemistry:**

- Classify materials according to a variety of properties
- Understand mixtures & solutions
- Know about reversible change; identify irreversible

#### **Scientific Enquiry:**

- Plan different types of scientific enquiries to answer questions, including recognising & controlling variables where necessary
- Take measurements using a range of scientific equipment with increasing accuracy & precision taking repeat readings where appropriate
- Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables and bar/line graphs
- Use test results to make predictions; report & present findings & identify scientific evidence used

# Modern Languages (French)

- Listen & engage
- Engage in conversation linked to restaurants and shopping
- Speak in simple language & be understood
- Develop appropriate pronunciation
- Show understanding in simple reading
- Adapt known language to create new ideas
- Understand basic grammar e.g. gender

#### • Earth Unleashed

- <u>Locational knowledge</u> countries affected by natural disasters i.e. earthquake zones, the 'ring of fire' etc.
  - <u>Place knowledge</u> -Understand latitude, longitude, Equator & time zones etc.
- What is important to me? (2 weeks)
- What difference does it make to believe in Ahimsa, Ummah and Grace?
- What kind of King is Jesus? (KINGDOM OF GOD)