

**Year Six Term 5   Animals including Humans**

<b>English</b>	<p><b>Non-fiction: Persuasive letter</b> (continued from term 4)</p> <p><b>Grammar revision</b> <b>Mock Week</b> <b>SATS</b></p>	<p><b><u>Reading for Enjoyment</u></b></p> <p><b>Picture Books</b> King Kong The Django The Savage The Day I swapped my Dad for Two Goldfish</p> <p><b>Writing pieces for moderation</b></p> <p><b>Non-fiction: Biography- Mary Anning-cross curricular</b> <b>Fiction: Macbeth</b> <b>Non-fiction: Persuasive letter</b> <b>Non-fiction: Autobiography Chessington</b></p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Position and Movement</li> <li>• Graphs and Averages</li> <li>• Negative Numbers</li> </ul>	
<p><b>Science</b></p> <p>Revision Plants Yr 4</p>	<p><b><u>Working Scientifically</u></b></p> <p><b>Links to the statutory programme of study:</b></p> <ul style="list-style-type: none"> <li>• Can they plan different types of scientific enquiries to answer questions?</li> <li>• Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?</li> <li>• Can they 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 displays and other presentations?</li> <li>• Can they identify scientific evidence that has been used to support or refute ideas or arguments?</li> </ul> <p><b>Non-statutory notes &amp; guidance:</b></p> <ul style="list-style-type: none"> <li>• Can they research to investigate the work of scientists &amp; scientific research about the human body's internal systems?</li> <li>• Can they research &amp; identify the relationships between diet, exercise, drugs, lifestyle &amp; health?</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system)</li> <li>• To explore and answer questions that help them to understand how the circulatory system enables the body to function.</li> <li>• Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</li> <li>• Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul>	
<b>History</b>	No history	
<b>Geography</b>	No geography	
<b>e-safety</b>	<p><b><u>Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</li> <li>• Do they understand the potential risk of providing personal information online?</li> <li>• Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</li> <li>• Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</li> <li>• Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</li> <li>• Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>• Do they understand that some messages may be malicious and know how to deal with this?</li> <li>• Do they understand that online environments have security settings, which can be altered, to protect the user?</li> <li>• Do they understand the benefits of developing a 'nickname' for online use?</li> <li>• Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?</li> <li>• Do they know that it is unsafe to arrange to meet unknown people online?</li> <li>• Do they know how to report any suspicions?</li> <li>• Do they understand they should not publish other people's pictures or tag them on the internet without permission?</li> <li>• Do they know that content put online is extremely difficult to remove?</li> <li>• Do they know what to do if they discover something malicious or inappropriate</li> </ul>	

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•Do they follow the school’s safer internet rules?</li> <li>•Can they make safe choices about use of technology?</li> <li>•Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?</li> <li>•Can they create strong passwords and manage them so that they remain strong?</li> <li>•Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> <li>•Can they competently use the internet as a search tool?</li> <li>•Can they reference information sources?</li> <li>•Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?</li> <li>•Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information</li> </ul>
<b>Computing</b>	<p><b><u>Computer Science/ Information technology</u></b> <b>Networks</b></p>
<b>Religious Education</b>	<p><b><u>What similarities and differences do religions and world views share?</u></b></p> <ul style="list-style-type: none"> <li>• Which communities do I belong to?</li> <li>• Why is the Church important for Christians?</li> <li>• How does the Church building reflect Christian beliefs?</li> <li>• Why is the Mosque important to Muslims?</li> <li>• What is the ‘Ummah’?</li> <li>• What are the similarities and the differences between Islam and Christianity?</li> </ul>
<b>Physical Education</b>	<p><b><u>Athletics – Matalan cards</u></b> <b><u>Acquiring and developing skills</u></b></p> <ul style="list-style-type: none"> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> <li>• Can they demonstrate stamina?</li> <li>• Can they use their skills in different situations?</li> </ul> <p><b><u>Evaluating and improving</u></b></p> <ul style="list-style-type: none"> <li>• Can they analyse and explain why they have used specific skills or techniques?</li> <li>• Can they modify use of skills or techniques to improve their work?</li> <li>• Can they create their own success criteria for evaluating?</li> </ul> <p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> </ul> <p><b><u>Coach – Kwik cricket</u></b> <b><u>Acquiring and developing skills</u></b></p> <ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> <li>• Can they lead others in a game situation?</li> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> </ul> <p><b><u>Evaluating and improving</u></b></p> <ul style="list-style-type: none"> <li>• Can they analyse and explain why they have used specific skills or techniques?</li> <li>• Can they modify use of skills or techniques to improve their work?</li> <li>• Can they create their own success criteria for evaluating?</li> </ul> <p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> </ul>
<b>Art and Design</b>	<p>Artists Day –</p> <p><b><u>A Sense of Place</u></b></p> <ul style="list-style-type: none"> <li>• Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>• Can they explain why they have combined different tools to create their drawings?</li> <li>• Can they explain why they have chosen specific drawing techniques?</li> </ul> <p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• Can they overprint using different colours?</li> <li>• Do they look carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> <li>• Can they explain what their own style is?</li> <li>• Can they use a wide range of techniques in their work?</li> <li>• Can they explain why they have chosen specific painting techniques?</li> </ul> <p><b><u>Use of ICT</u></b></p> <ul style="list-style-type: none"> <li>• Do they use software packages to create pieces of digital art to design?</li> <li>• Can they create a piece of art which can be used as part of a wider presentation?</li> </ul>
<b>Design and technology</b>	<p><b><u>Textiles – Pencil Cases</u></b> <b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>• Can they use a range of information to inform their designs?</li> <li>• Can they use market research to inform plans?</li> <li>• Can they work within constraints?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they follow and refine their plan if necessary?</li> <li>• Can they justify their plan to someone else?</li> <li>• Do they consider culture and society in their designs?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products.</b></p> <ul style="list-style-type: none"> <li>• Can they use tools and materials precisely?</li> <li>• Do they change the way they are working if needed?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>• How well do they test and evaluate their final product?</li> <li>• Is it fit for purpose?</li> <li>• What would improve it?</li> <li>• Would different resources have improved their product?</li> <li>• Would they need more or different information to make it even better?</li> <li>• Does their product meet all design criteria?</li> <li>• Did they consider the use of the product when selecting materials?</li> <li>• Can they justify design in relation to the audience?</li> <li>• Can they justify why the chosen material was the best for the task?</li> <li>• Have they thought about how their product could be sold?</li> <li>• Have they given considered thought about what would improve their product even more?</li> </ul> <p><b>Stiff and flexible materials</b></p> <ul style="list-style-type: none"> <li>• Can they justify why they selected specific materials?</li> <li>• How have they ensured that their work is precise and accurate?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul>
<b>Music</b>	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and accurately?</li> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• <i>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</i></li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Do they understand longer passages made up of familiar language in simple sentences?</li> <li>• Can they identify the main points and some details?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Can they hold a simple conversation with at least 3-4 exchanges?</li> <li>• Can they use their knowledge of grammar to adapt and substitute single words and phrases?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Can they understand a short story or factual text and note some of the main points?</li> <li>• Can they use context to work out unfamiliar words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Can they write a paragraph of about 3-4 simple sentences?</li> <li>• Can they adapt and substitute individual words and set phrases?</li> <li>• Can they use a dictionary or glossary to check words they have learnt?</li> </ul>
<b>PSHE</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>•Do they listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words?</li> <li>•Do they read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Do they engage in a short conversation using familiar questions and express opinions?</li> <li>•Do they manipulate language to create and say sentences of their own choice using familiar language?</li> <li>•Do they manipulate language using a language scaffold to present their own ideas /information in more complex sentences?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>•Do they follow a familiar more complex text and read aloud?</li> <li>•Do they understand the gist of an unfamiliar text using familiar language?</li> <li>•Do they pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules?</li> <li>•Do they read and show understanding of a series of complex sentences using familiar language?</li> <li>•Do they use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Do they write and say a complex sentence manipulating familiar language, using a dictionary for new language?</li> <li>•Do they write complex sentences from memory manipulating familiar vocabulary with understandable accuracy?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>•Do they demonstrate understanding of knowledge adjectival agreement; 3rd person sing/pl. of regular/ high frequency verbs; definite article; elision WITH a relative clause in construction of complex</li> </ul>

	sentences?
<b>Enrichment</b>	<ul style="list-style-type: none"><li>• SATs Week</li><li>• Chessington</li><li>• Darwin – Natural History Museum</li><li>• Focus week – Art week and Science Week</li></ul>