



YEAR 6 SPRING 1

SHOULD THE PUNISHMENT FIT THE CRIME?

| ACADEMIC EXCELLENCE | LIFE LONG LEARNING | POSSIBILITIES and RISKS | SOCIAL INTELLIGENCE |
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| We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community. | We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers. | We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas. We will be challenging ourselves, extending our boundaries and developing our independence. | We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings. |

| KEY TEXTS | | | |
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| ACADEMIC EXCELLENCE | <p>Set challenging goals and work towards these Focus on next steps and acting on feedback to improve Review progress against own targets Know that only our best is good enough Year 6 children taking part in Parents' Evening</p> | <p>Review and develop understanding of 5Rs with particular focus on responsibility for Spring 1: Can be trusted, will work well with others, helps other people good team player, listens to others ideas; and a link to our school rule of being responsible.</p> <p>Celebrate and encourage children to keep trying and don't give up easily Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p> |
| POSSIBILITIES AND RISKS | <p>Challenging learning opportunities for children to be outside comfort zone Increase responsibilities for year 6 children and continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers Sports competitions Representing school in inter school sporting competitions Level 2 'Bikeability' sessions Library Visit and national story telling week</p> | <p>Assemblies – linked to school aims Year 6 responsibilities – year 6 as role models Representing school in sporting competitions Adapting behaviours according to environments and audiences – home, school, school visits No Outsiders – The Island, challenging the causes of racism Growing up talk and discussions SRE – Families and Care Big Garden birdwatch On – Line Safety Day</p> |



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| ENGLISH | READING | Read range of genres Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss use of figurative language Discuss and explain reading, providing reasoned justification |
| | WRITING | Complete Final write from 'The Ways of the Wolf'. Write a discovery narrative Plan writing to suit audience and purpose Develop characterisation and setting Select grammar and vocab for effect Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information |
| | SPELLING / PHONICS / GPS | Use relative clauses Use commas for clauses Use () , - and , for parenthesis Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Know the subject and object of a sentence Secure spelling in homophones, prefixes and silent letters Words from 5/6 statutory spelling list Understand how words are related by meaning as synonyms and antonyms The difference between structures typical of informal speech and structures appropriate to formal |
| | SPOKEN LANGUAGE | Use appropriate register and language Articulate arguments and opinions Use questions to build knowledge |
| | MATHS | <p>Recap – Place Value from autumn 1</p> <p>Recap – Fractions from autumn 2</p> <p>Decimals Reading and Writing Writing Fractions as decimals Multiplying decimals Dividing decimals</p> <p>Measurements Converting units of length: Millimetres, Centimetres, Meters, Kilometres, Miles Converting units of Mass Converting units of Volume Converting units of time</p> <p>Solving Word Problems</p> <p>Mid-Year Revision</p> |



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| SCIENCE | <p>Working Scientifically Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Reporting and presenting 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 Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Sustainability Renewable and non-renewable energy. Fossil fuels and global warming</p> <p>Physics To know how light travels To know how shadows are formed and how to change shadows To know how we see things</p> | COMPUTING <p>Programming A: Variables in Games To define a 'variable' as something that is changeable. To explain why a variable is used in a program. To choose how to improve a game by using variables. To design a project that builds on a given example. To use a design to create a project.</p> |
| HISTORY | <p>History – crime and punishment – Changes Over Time</p> <p>Historical enquiry – If I was to commit a crime which era would I prefer to be punished in and why?</p> <p>Skills I will develop</p> <p>To describe the broad trends in crime and punishment from roman times to the 21st century Suggest ways that crimes and punishments have change over time To find similarities and differences in the types of crimes committed and how they were punished in the different periods of history To debate the notion of justice and if the punishment should fit the crime. To explain their beliefs and justify opinion with evidence.</p> | GEOGRAPHY <p>History Focus</p> |



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| MFL | <p>The theme of this term is Towns and describing where the children live</p> <p>To use a dictionary to translate nouns and adjectives To form the negative of key verbs To speak in sentences to describe places and things orally</p> | <p>PHYSICAL EDUCATION</p> <p>Lacrosse Understand how to hold the Lacrosse stick Introduce 'Ground balls' and understand the four stages Introduce passing and catching and the role of using different parts of the stick Introduce 'Boxing Out' and understand the reason for doing this Understand cushioning the ball into the stick Introduce shooting and differentiate between this and passing Build up from paired and small group work to small-sided games using attack and defence principles</p> <p>Gymnastics To develop: straddle role, counter balance and tension, to explore sequences with consideration of performance, inverted movements, to use flight from hands to travel over apparatus, to create a group sequence using apparatus.</p> |
| DESIGN TECHNOLOGY | ART FOCUS | |
| MUSIC | <p>Perform songs, as a class, that feature syncopation, tempo variation and dynamic contrasts using 'Garageband' as an aid Sing three and four-part rounds Listen to and identify dynamic and tempo features within recorded musical examples Listen to live performances, consolidating knowledge of popular and orchestral instruments</p> | <p>ART AND DESIGN</p> <p>Plan and design an outfit to fit a brief To improve mastery of art and design techniques including drawing with a range of materials Media used: Pencil, pen, oil pastels, felt tip, crayon (children to select as appropriate for their own design) Activity: Fashion Design</p> |
| PSHE | <p>Families and care Growing up talk To know that our emotions change during puberty and we become more aware of our own image and the opposite sex To understand when it is appropriate to form intimate relationships with the opposite sex To consider reproduction in the context of a loving relationship – we might be able to create a baby but not able to give the baby everything it needs Ongoing online safety keeping safe online, cyber bullying and strategies to cope online – Link with Computing</p> | <p>RELIGIOUS EDUCATION</p> <p>Why Do Hindus Want To Be Good Within this unit, pupils will build on their learning about the Hindu worldview and way of life. Build on their understanding of dharma. Hear and interpret the story of the man in the well from the Mahabharata. Investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.</p> <p>ENRICHMENT</p> <p>No outsiders focus – The Island, racism focus Chinese New Year activities Safer Internet Day Bikeability Library visit Random acts of kindness day</p> |