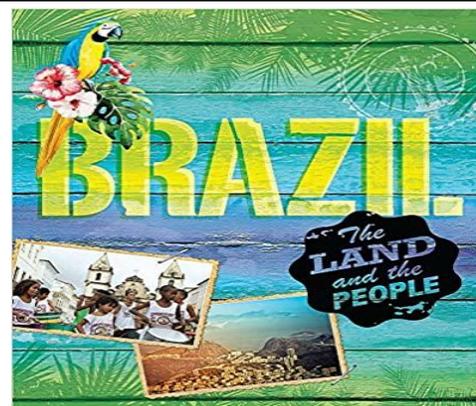
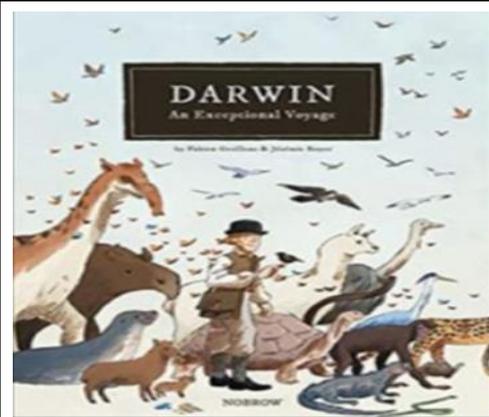


## YEAR 6 SPRING 2

### What do you know about the human and physical geography of Brazil?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>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.</p>	<p>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.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>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.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>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.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>Review progress against own targets</p> <p>Know that only our best is good enough</p> <p>Make a positive difference to ourselves and others in our community.</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone</p> <p>Increase responsibilities for year 6 children and continue with Year 6 'Jobs' – reading buddies, sports ambassadors, classroom helpers, science ambassadors</p> <p>Representing school in sporting competitions</p> <p>Representing school in inter school sporting competitions</p> <p>Science Week – Chemistry with cabbages</p> <p>Science Fair</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on <b>Reflective</b> for Spring 2 to be the best learners we can be so we are prepared to face future challenges that come our way.</p> <p>Thinks about their work</p> <p>Uses what they have learnt before to help them</p> <p>Learns from their mistakes</p> <p>Looks for ways to improve their work</p> <p>Work towards Learning to Learn Awards</p> <p>Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Assemblies – linked to school aims</p> <p>Year 6 responsibilities – year 6 as role models</p> <p>Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding 'how my life may change as I grow up' <b>'Love You Forever'</b></p> <p>World Book Day – Celebrating reading for pleasure</p> <p>Book Fair</p> <p>Comic Relief day – opportunity to reflect on global poverty</p> <p>Making a difference - raising awareness for a local food bank</p> <p>All about my changing body – Growing-up talk</p>



<b>ENGLISH</b>	<b>READING</b>	Read range of genres Making comparisons within and across books Predicting what might happen from details stated and implied Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss use of figurative language and the impact on the reader Discuss and explain reading, providing reasoned justification
	<b>WRITING</b>	Plan writing to suit audience and purpose Develop initial ideas drawing on reading and research where necessary Develop characterisation and setting Select grammar and vocab for effect Develop and use range of cohesive devices Develop grammatical consistency In narratives, describe settings, characters and atmosphere and integrate dialogue
	<b>SPELLING / PHONICS / GPS</b>	Use a dictionary and a thesaurus Use relative and subordinate clauses Use Subordinating/coordinating conjunctions in context Now how and when to use speech marks for direct speech Use commas for clauses Use ( ), - and , for parenthesis Know the subject and object of a sentence Secure spelling in homophones, prefixes and silent letters Words from 5/6 statutory spelling list synonyms
	<b>SPOKEN LANGUAGE</b>	Use appropriate register and language Articulate arguments and opinions Use questions to build knowledge

<b>MATHS</b>	<p><b>Word Problems</b></p> <p><b>Percentages</b>                  To calculate percentages of whole numbers                  To calculate percentages of quantities                  To calculate percentage increases and decreases                  To use equivalence between fractions, decimals and percentages in different contexts                  To use knowledge of percentage to solve problems</p> <p><b>Ratio</b>                  To express proportions using fractions or words or percentages                  To express proportions using ratio                  To use ratio to count quantities                  To compare quantities using ratio                  To solve problems using ratio</p> <p><b>Geometry</b>                  To be able to recognise vertically opposite angles and find missing angles                  To be able to solve problems involving angles and ratio                  To be able to find unknown angles in triangle, quadrilaterals and polygons                  Naming parts of a circle                  Drawing nets of 3D shapes</p>
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<b>SCIENCE</b>	<p><b><u>Healthy Bodies and How They Work</u></b></p> <p><b><u>Working Scientifically</u></b>                  Planning different types of scientific enquiries to answer questions.                  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                  Recording data and results using scientific diagrams                  Reporting and presenting findings from enquiries</p> <p><b><u>Biology</u></b>                  Identifying scientific evidence that has been used to support or refute ideas or arguments                  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood                  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function                  Describe the ways in which nutrients and water are transported within animals, including humans.</p>
<b>HISTORY</b>	<p>Geography Focus</p>

<b>COMPUTING</b>	<p><b>Spreadsheets</b>                  To create a spreadsheet to answer a mathematical question relating to probability                  To take copy and paste shortcuts                  To problem solve using the count tool                  To create a formula to calculate the discount and final prices in a sale                  To use the formula wizard to create formulae                  To use a spreadsheet to plan how to spend and save money effectively                  To make practical use of a spreadsheet to help plan actions                  To use a spreadsheet to model a real-life situation and find solutions that can be applied to real life</p>
<b>GEOGRAPHY</b>	<p><b>Rio and South East Brazil – a comparison investigation.</b></p> <p>To know the location of South America on a world map and identify some of its key features</p> <p>To know the time difference between South American countries and the UK</p> <p>Compare the key facts between Brazil and the UK</p> <p>To use photos and information to describe daily life in Rio</p> <p>To investigate trade links with South Brazil and to know what is exported and why</p> <p>Brazil 2016 Olympic games – what were the advantages and disadvantages of these?</p>



MFL	Computer Focus	PHYSICAL EDUCATION	<p><b>Rounders</b> In this unit pupils develop their understanding of the principles of striking and fielding they will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions</p> <p><b>Tennis</b> In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition</p>
DESIGN TECHNOLOGY	<p><b>Grab and Go Technical Knowledge</b> that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health Know that food is seasonal Know the process of farm to fork Know what air miles are and the impact of importing on the environment</p> <p>Design, make and evaluate food to <b>'Grab and Go'</b></p>		ART AND DESIGN
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>	RELIGIOUS EDUCATION	<p><b>Why Do Hindus Want To Be Good</b> – Complete from Spring 1 <b>What difference does the resurrection make to Christians?</b> Pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways.</p>
PSHE	<p>Protecting your identity and ensuring personal safety at all times Recognising own accountability and responsibility, making the right choices Caring Friendships Respectful Relationships – treating people online as you would face to face Link with computing</p>	ENRICHMENT	<p>World Book Day – Celebrating reading for pleasure Comic Relief Day – opportunity to reflect on global poverty Design Technology Week – Food Tech Science week – science with cabbages</p>