

Aim high, believe; Fly high, achieve.

Term: Summer

Year group: 6

Main theme for learning: Why is fair trade fair? / Is historical evidence always true?

English	Mathematics	Science	Computing	RE
<p>Writing Identify the audience and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.</p> <ul style="list-style-type: none"> Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives Using further organisational and presentational devices to structure text and to guide the reader Ensuring the consistent and correct use of tense throughout a piece of writing. Proof-read for spelling and punctuation errors. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Understand layout devices Use a colon to introduce a list. Punctuating bullet points consistently. Use semi-colons, colons or dashes to mark boundaries between independent clauses. <p>Reading Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook</p> <ul style="list-style-type: none"> Continue reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. Make comparisons within and across books. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Provide reasoned justifications for their views. 	<p>Consolidation and themed projects - problem solving and reasoning</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Fluency</p> <p>Continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency</p> <p>Perform mental calculations, including with mixed operations and large numbers</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Living things and their habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Working scientifically</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Spreadsheets I can collect data</p> <p>I can format a spreadsheet</p> <p>I can use formulae to produce calculated data</p> <p>I can calculate and duplicate</p> <p>I can plan an event</p> <p>I can present data using charts and tables</p> <p>Sensing I can apply my knowledge of programming to a new environment</p> <p>I can transfer my program to a controllable device</p> <p>I can use a variable in an if, then, else statement to select the flow of a program</p> <p>I can use a condition to change a variable</p> <p>I can experiment with different physical inputs</p> <p>Design and develop a program to use inputs and outputs on a controllable device</p>	<p>Islam: Does belief in Akhirah help Muslims lead a good life?</p> <p>I can explain how belief in Akhirah influences decisions made by Muslims</p> <p>I can recognise what motivates me to live a good life and link this to Muslim beliefs around the afterlife</p> <p>I can express my opinion about Jihad and how it is interpreted by Muslims and non-Muslims</p> <p>Kingdom of God (understanding Christianity) What kind of King is Jesus?</p> <p>I know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant).</p> <p>I know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete.</p> <p>I know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness</p>

History/Geography	Art	Design Technology	Music	PE	PSHE
Geography Why is fair trade fair? <ul style="list-style-type: none"> Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies. 	<u>How can we design furniture which is full of personality and character?</u> How to artists and craftspeople design chairs? How can I manipulate materials to create a mini sculpture or form? How can I use sculptural and making techniques to construct a chair that expresses my personality? How can I reflect on my chair? <u>How can we adapt traditional techniques of makers, and transfer them to create our own narratives?</u> What is paper cutting? How can paper cutting be used and adapted to make shadow puppets? How can I used	More complex switches and circuits Designing Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Generate and develop innovative ideas and share and clarify these through discussion. Making Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Evaluating Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.	Music and Me Listen and appraise music from four different inspirational female artists Learn about a range of female artists. Write own music using 'Music and Me' ('Identity') as the theme. Perform, share and present some of the music created. Record the performances	Athletics I can accelerate quickly with speed and control in movement I can throw a javelin/vortex with height and distance I can perform a jump with control and some distance I can pace myself when running at longer distances I can push a tennis ball/shot put with height and distance Rounders I can throw and catch making correct tactical decisions having an impact in a game situation (catching others out) I can bat the ball with confidence and begin to hit it in different directions I can use a variety of bowling techniques beginning to add speed to the underarm bowl I can field the using the run and scoop and throw to another player on my team Tennis I can move in a variety of directions when hitting a ball. I can hit a ball to a partner	Being my best I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk. I can give an example of a secret that should be shared with a trusted adult. Growing and changing I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person can be affected (e.g. images of celebrities). French Niveau Tricolore -practise using questions and answers about special dates -learn how to describe myself (height, eye and hair colour) using spoken French -be able to count up to 70 -write some sentences about my physical description -revise how to say where I am going in the town -learn how to say what I like wearing -learn how to name several basic items of clothing -revise birthdays -learn how to describe the weather -revise question and answers about how we come to school -learn how to make a complex sentence with a main clause saying what I like to wear, and a subordinate clause describing the weather

<p>History Is historical evidence always true?</p> <p>Understand that monarchs employed artists to boost their image and that some portraits were iconic because the monarch wanted to convey a particular message at an important time</p> <p>Learn that Elizabeth controlled her portraits in the last two decades of her life and can give reasons for this beyond vanity. She needed to be seen to be strong after the execution of Mary Queen of Scots and Spanish Armada, especially as she was now old, unmarried and had no heirs or prospect of them</p> <p>Explore main dangers facing child labour in Victorian factories and that during the 1830s onwards improvements were made in factory conditions.</p> <p>Explore how the meaning of an image changes immediately you ask who produced it. Look for possible deeper meaning in images knowing that people produce them for different purposes and devise historically valid questions.</p> <p>Select key ideas from an animated website and explore evacuation in the light of a wider evidence base. Explain why government produced images were so positive and use terms like morale and censorship with confidence</p> <p>Explain what we mean by propaganda, iconic censorship, and staged. Analyse photographs or newsreel films from the early 1940s to spot signs of propaganda and explain why propaganda was so important in wartime. Explore what we mean by fake news and why the photograph was so important and believed, even though it was later found to be faked.</p>	<p>materials inventively to create a shadow puppet character?</p> <p>How can I respond to a narrative or story to create shadow puppets for a performance?</p> <p>How can I reflect on my shadow puppet and/or using it for a performance?</p>			<p>with control.</p> <p>I can serve diagonally in a game of tennis.</p> <p>I can keep on my toes using quick feet to hit a ball in a forearm and backhand position.</p> <p>I can apply learned techniques to a game situation.</p> <p>I can discuss tactics when working in a pair.</p>	
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