

Subject	Content	Outcomes	Effort						
Oracy	<p>Linked into our work across the curriculum we will continue to look at presenting, discussing and giving opinions. This term the focus of these objectives will be in our PHSC, RE, English, Art and Language work.</p> <p>In English, we will be working on a specific project which aims to see our written work brought to life through a dramatic reading, so we will be thinking carefully about how it sounds and how we can present it effectively.</p>	<ul style="list-style-type: none"> I can recognise when someone does not mean exactly what they say. I can use lots of different types of questions in a conversation. I can tell a story with a sub-plot and lots of detail with varied vocabulary. I can listen to other people's opinions and share mine responding to what they think. I can summarise what other people suggest or think and make suitable suggestions based on this. I can use language to discuss and agree something. I can gain, maintain and monitor the interest of the listener. I can choose vocabulary appropriate to formal or informal situations. I can produce speech that is consistently clear and easy to understand. I can speak audibly and fluently with an increasing command of Standard English I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can articulate and justify answers, arguments and opinions. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Reading	<p>This term in reading we will be looking into a selection of shorter texts. We will be working on basic comprehensive and inference skills while exposing them to a wider variety of texts.</p>	<ul style="list-style-type: none"> I can develop responses to texts by speculating, formulating hypotheses and moving beyond initial thoughts and ideas; challenges own perceptions and considers alternative points of view. I can explain what the author wants the reader to think quoting text as appropriate to justify viewpoint. I can use deduction and inference by drawing on evidence across larger sections of the text sometimes referring to events in an earlier chapter. I can discuss themes and motives within the text and takes note of how they are developed. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Writing	<p>This term we will be exploring:</p> <p>Discursive: We will be looking into balanced and non-balanced discursive texts and the purpose of each, analysing what makes a stronger argument within the text and how do we know, as well constructing our own for and against arguments around a topic.</p> <p>Journalistic Children will learn the style used for news reporting in media such as newspaper, radio and television. After hearing and researching a story from the news, the children will write a news article in the form of a newspaper.</p> <p>Recount: Children will use their own experience to chronologically retell an event in the first person. This type of texts focuses in emotive language and a mixture of formal and informal language.</p> <p>Play scripts: Children will learn the conventions of play scripts to work on writing a play that will be performed at the end of the year.</p>	<ul style="list-style-type: none"> I can maintain a clear focus when selecting and planning content. I can make precise vocabulary, sentence length, sentence complexity and punctuation choices. I can move between standard and non-standard forms of English appropriately. I can create vivid imagery through expressive and figurative language. I can choose register appropriately and for effect and varies writing for interest I can write well-structured openings and ensure that the ending relates to it. I can show flexibility in the use of narrative. I can interweave elements of dialogue, action, description appropriately I can develop points of view and 'narrative voice'. I can use paragraphs purposefully and creatively to clearly structure main ideas across the text. I can use cohesive devices within paragraphs. I can make some links across paragraphs using a wider range of cohesive devices. I can use a variety of simple, compound and complex sentences where appropriate. I can manipulate sentence subjects and objects and use passive constructions where appropriate. I can use full range of punctuation accurately to demarcate sentences. I can proof read for spelling and punctuation. I can evaluate and edit own and others' writing against specific criteria for audience and purpose. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Maths	<p>Algebra: Building on the work we have already completed this year, this unit will focus on how substitution can support the working out of more</p>	<ul style="list-style-type: none"> I can find pairs of numbers that satisfy an equation with two unknowns. I can find all possibilities of combinations of two variables. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> </table>	Curiosity					
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	<p>complex equations. Work on identifying multiple unknown terms will also be included in this unit.</p> <p>Division and Multiplication: We are looking at how to multiply and divide decimal numbers. Multiplying decimals by other decimals and refining the fluency that pupils have been developing over the year.</p> <p>Fraction and Percentages: We will be revising the different processes involved with fractions and percentages. Pupils will build upon their understanding of fractions, recalling what each part of a fraction represents. Pupils will make links between the previous two units of Maths and percentages to realise how they all fit together, realising that a percentage is also representing a part of a whole.</p> <p>Data Handling: Using and interpreting data is the third unit will be exploring this term. We will be considering how mathematical data can be presented and how the presentation of this data can be used to answer and pose questions.</p>	<ul style="list-style-type: none"> I can interpret and construct pie charts and line graphs and uses these to solve problems. I can connect work on angles, fractions and percentages to the interpretation of pie charts. I can recognise the difference between discrete and continuous data. I can recognise when information is presented in a misleading way. I can when drawing conclusions, identifies further questions to ask. I can compare, order and count in a range of unit and non-unit fractions. I can add and subtract fractions with the same and different denominators. I can understand the relation between improper fractions and mixed numbers. I can multiply and divide fractions. I can calculate the fraction of an amount. I can understand the relation between fraction, decimals and percentages. I can calculate the percentage of an amount. 	<table border="1"> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Persistence		Attainment			
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Science	<p>Evolution and Inheritance</p> <p>We will study the theoretical concepts behind natural selection and variation in order to better understand how humans and other animals have adapted overtime.</p>	<ul style="list-style-type: none"> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can identify scientific evidence that has been used to support or refute ideas or arguments. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Art & Design	<p>Anglo-Saxon Jewellery</p> <p>This term we are looking at creating jewellery inspired by Art and Artefacts from the Anglo-Saxon Era.</p> <p>Using the epic writing Beowulf we will be exploring how art can retell stories and share information through artwork. Pupils will look at different sources from the Anglo-Saxon Era to develop their understanding of patterns used as well as looking at modern work inspired by the Anglo-Saxons. Using this work and their work on Beowulf pupils will design their jewellery.</p> <p>Making the jewellery will see pupils working with casts and moulds. They will each make their own piece of jewellery..</p>	<ul style="list-style-type: none"> I can observe and mimic patterns in observed objects. I can use patterns from history to create new artefacts. I can position objects within my work so that they are part of the whole composition. I can observe work from artefacts to develop my understanding of a style and to inform my own design process. I can model a chosen design in plasticine/clay. I can create an artefact in a historical style using clay. I can create an object using casts and castings. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Computing	<p>Robotics and Systems</p> <p>In this unit, we will build on the programming learning from year five to programme devices, which makes the learning of what robots can and cannot do much easier. The children will be using the USB ready Micro-bit to complete this unit.</p>	<ul style="list-style-type: none"> I can apply previous programming knowledge to real life examples of automated systems. I can create an algorithm. I can test an algorithm. I can debug and algorithm. I can refine an algorithm. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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French	<p>La visite de Paris</p> <p>This half term we will be exploring Paris. We will be looking at what we can do in the French capital city; how to book accommodation and navigate our way around. We will be revising our ability to use the past tense and how to use opinions in our spoken and written work.</p>	<ul style="list-style-type: none"> I can identify key information from what a person has said in short conversation/ presentations. I can use the context and purpose of my reading to help decode meaning. I can respond to questions about a text I have read. I can skim and scan texts for detail. I can write short texts adapting and innovating from a model text. I can use a range of connectives in my writing. I can give opinions in my writing. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Geography	<p>Brazil</p> <p>In geography this term, the children will be looking at the country of Brazil and the vast array of different geographical landscapes. The children will undertake geographical enquiries and appreciate differing opinions and experiences.</p>	<ul style="list-style-type: none"> I can describe how people affect environments for good/bad. I can complete a case study on a coastline/river that is managed. I can discuss environmental conditions and how they affect people. I can appreciate another’s point of view, using details about that person’s perception. I can present contrasting views on human and physical geographical issues. I can analyse and draw conclusions from geographical enquiries I can use Ariel and satellite images to complete enquiries. I can record fieldwork in sketch maps and tables. 							
Music	<p>Y6 Leavers production</p> <p>Music this half term will focus on revising and developing our use of voice to sing and perform different songs. We will be using our Music skills in our final assembly in July and in the Singing celebration.</p>	<ul style="list-style-type: none"> I can sing in unison with others I can vary my voice in order to sing well with others and to impact on my audience. I can sing complex songs with multiple parts. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Physical Education (PE)	<p>Athletics</p> <p>In PE, we will work on a range of skills in preparation for Health and Fitness week. Children will explore a collection of sports that involve competitive running, jumping and throwing.</p>	<ul style="list-style-type: none"> I can maintain a steady running pace over the course of a mile. I can jump over hurdles. I can run and jump over hurdles. I can perform a high jump safely. I can perform a long jump safely. I can throw a javelin with sufficient power and accuracy. I can perform a shot put throw efficiently. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Personal, Social, Health, Citizenship Education (PSHCE)	<p>Changing me</p> <p>Children will learn to be aware of their own self-image and how their body image fits into that. They will also explore strategies to develop their own self esteem. On the other hand, children will learn to recognise what it means to be physically and emotionally attracted to someone and how this can change the nature of a relationship.</p>	<ul style="list-style-type: none"> I can ask the questions I need answered about changes during puberty. I can reflect on how I feel about asking the questions and about the answers I receive. I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty. I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can identify what I am looking forward to and what worries me about the transition to secondary school. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Religious Education	<p>Buddhism: Dilemmas of Faith in Action.</p> <p>Children will face challenging and deeper questions about meaning, purpose and truth. We will consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science. We will also be reflecting on ethics around what is right, wrong, just and fair beyond religious guidance.</p>	<ul style="list-style-type: none"> I can discuss challenges of faith in action. I can compare and contrast Hindu, Christian, Jewish and Buddhist creation stories. I can express a personal opinion on how the world came about, making reference to the beliefs of two or more faith groups and core scientific views. I can reflect on and discuss the moral and ethical choices by humanitarian actors involved in the Kindertransport. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Spanish	<p>La Tierra</p> <p>This unit explores the theme of recycling and the impact of pollution on wildlife. Pupils will develop their reading comprehension skills. They will also practice giving an opinion in spoken and written work.</p>	<ul style="list-style-type: none"> I can understand short spoken passages. I can have a short dialogue. I can use preference language and give some simple reasons for these preferences. I can start to write a simple paragraph independently. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Dates to remember		Things to remember	
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		Thursday	
		Friday	