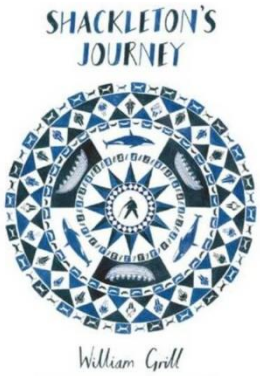
Chase Lane Primary School and Nursery

Aspire. Strive. Achieve.

Year 6 – Learning Overview Spring Term

Topic: Frozen Kingdom – On Thin Ice

(linked to Shackleton's Journey)



ENGLISH

Reading Comprehension

Understand what they read by:

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 1 paragraph, identifying key details that support the main ideas.

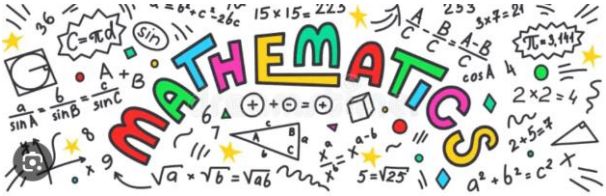
Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

MATHS



Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Round any whole number to a required degree of accuracy
Use negative numbers in context, and calculate intervals across zero
Solve number and practical problems that involve all of the above.
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
Perform mental calculations, including with mixed operations and large numbers
Identify common factors, common multiples and prime numbers
Use their knowledge of the order of operations to carry out calculations involving the four operations
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Solve problems involving addition, subtraction, multiplication and division
Use estimation to check answers to calculations

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views

Writing - composition

Pupils should be taught to:

Plan their writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

draft and write by:
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

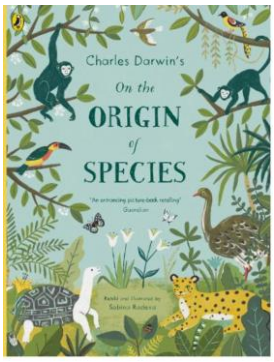
evaluate and edit by:
Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Proofread for spelling and punctuation errors

and determine, in the context of a problem, an appropriate degree of accuracy.
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
Compare and order fractions, including fractions > 1
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 × 2 1 = 8 1]
Divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1]
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3]
Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
Multiply one-digit numbers with up to two decimal places by whole numbers
Use written division methods in cases where the answer has up to two decimal places
Solve problems which require answers to be rounded to specified degrees of accuracy
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
Solve problems involving similar shapes where the scale factor is known or can be found
Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
use simple formulae
Generate and describe linear number sequences
Express missing number problems algebraically
Find pairs of numbers that satisfy an equation with two unknowns
Enumerate possibilities of combinations of two variables.
Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
Convert between miles and kilometres

SCIENCE



Biology – Evolution and Inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

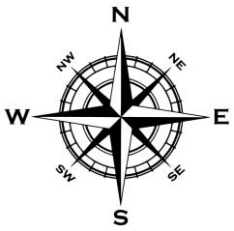
Biology – Living Things and Their Habitats

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

Give reasons for classifying plants and animals based on specific characteristics

Recognise that shapes with the same areas can have different perimeters and vice versa
Recognise when it is possible to use formulae for area and volume of shapes
Calculate the area of parallelograms and triangles
Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].
Draw 2-D shapes using given dimensions and angles
Recognise, describe and build simple 3-D shapes, including making nets
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Describe positions on the full coordinate grid (all four quadrants)
Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Interpret and construct pie charts and line graphs and use these to solve problems
Calculate and interpret the mean as an average.

GEOGRAPHY



Use the eight points of a compass, four-figure grid references, to communicate knowledge of the United Kingdom and the world.

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, and time zones (including day and night).

HISTORY

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Use sources of evidence to deduce information about the past

PSHE

Understand there are different perceptions about what normal means.
Understand how having a disability could affect someone's life.
Explain some of the ways in which one person or a group can have power over another.
Know some of the reasons why people use bullying behaviours.
Give examples of people with disabilities who lead amazing lives.
Explain way in which differences can be a source of conflict and a cause for celebration.

FOREIGN LANGUAGES

Sports
Look at nouns for sports
Look at the verb 'to play'
Create extended opinions about sports (including reasons)
Read and understand information about sports
Write a description of a sport

At the funfair, favourite things, tradition
Learn the nouns for rides in French
Learn descriptions of rides and apply these appropriately
Express opinions of rides and funfairs
Plan and describe own theme park creation
Express favourite things opinions
Find out about the tradition of 'Poisson d'avril' in France

COMPUTING

Creativity & Media
Think critically about how video is used to promote a cause.

Storyboard an effective advert for a cause.
Work collaboratively to source content, acknowledging intellectual property rights.
Create a promotional video using a variety of media such as text, images and sound.
Work collaboratively to edit the assembled content to make an effective advert.

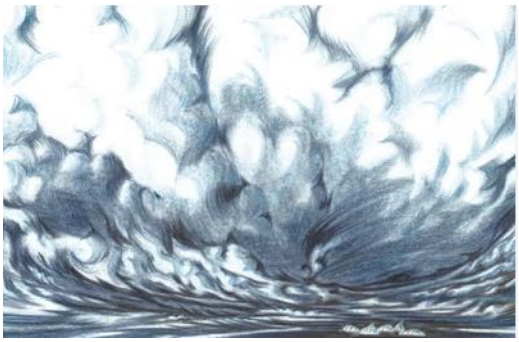
Computer Networks
Explain the importance of internet addresses.
Recognise how data is transferred across the internet.
Explain how sharing information online can help people to work together.
Evaluate different ways of working together online.
Recognise how we communicate using technology.

Online Safety
I can identify and resist online temptations and pressures.
We take care of our minds and bodies to stay healthy.

ART

To master techniques (painting):
• Sketch (lightly) before painting to combine line and colour.
• Use the qualities of acrylic paints to create visually interesting pieces.
• Combine colours, tones and tints to enhance the mood of a piece.

To master techniques (drawing):
• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
• Use a choice of techniques to depict movement, perspective, shadows and reflection.



RELIGIOUS EDUCATION

Research and review different religious beliefs of peace.
Examine the connection between religion and conflict.
Investigate the motives, actions and impact of activists promoting peace.
Identify the different ways in which religious members express their desire for peace.
Construct a balanced argument which examines both viewpoints and expresses a personal conclusion.

The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway
The different views about the nature of knowledge, meaning and existence.
Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.
The use of Jakata Tales as a source of moral guidance

MUSIC

(Glockenspiels are Go!)

Revisiting, refreshing & extending previous learning on the 'Chromatic Glockenspiels'.

Practicing & embedding good technique for playing the 'Glockenspiel'.

Using 'The Charanga' online Wider Opportunities Instrumental scheme (available to every pupil for use at home), learn to play the 'Glockenspiel' reading on-screen musical notation.

Revisit & extend previous learning on musical notation / rests using (Semi-quavers, Quavers, Crotchets, Minims, Semi-Breves, dotted notes).

Develop further an understanding of musical notation to include sharp / flat notes & notes above & below the stave.

Develop further an understanding of: Music Stave / Treble Clef / Simple Time Signatures (2/4, 3/4, 4/4) / Compound Time Signature (6/8) / Key signatures / Bar lines / Double Bar Lines / Repeat Signs / # & b signs / ledger lines.

Develop further an understanding of dynamic symbols: pp (pianissimo – very quiet) / p (piano - quiet) / mp (mezzo piano - moderately quiet) / mf (mezzo forte - moderately loud) / f (forte - loud) / ff (fortissimo – very loud) / crescendo (gradually getting louder) / diminuendo (gradually getting quieter) / accelerando (gradually getting faster) / rallentando (gradually getting slower) / staccato (short & detached) / tenuto (full length & broad).

Develop further writing pitched musical notation using musical manuscript paper, including (treble & bass clefs / time signatures / key signatures / ledger lines) etc.

As a class, learn & understand how to read, practice & perform various songs / pieces of music of differing genres on the 'Glockenspiel' confidently to backing tracks

Incorporate songs and musical activities to the wider year 6 curriculum where possible.
Continue to build individual self-confidence and self-esteem through musical performance.

PHYSICAL EDUCATION	
To observe and understand the style of street dance. To learn some street dance moves and devise poses. To learn new moves that can be developed into a dance. To explore dance patterns and moving to the beat. To know how to use expressive movements in dance. To work with a partner to create a short dance phrase. To work as a group and co-operate to adapt two routines and put them together. To perform in front of an audience. To dance as a group in time to music in a street dance style. Hit the ball with reasonable consistency and accuracy in a co-operative rally. Understand how to serve the ball in order to start the game. Recognise the differences in serving techniques Be able to explain and demonstrate the correct technique for specific shots. To know the purpose and benefits of playing these specific shots to outwit an opponent. Be able to select and apply a range of shots in a game situation to win points.	