



Year: 6
Term: Summer 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><u>English</u></p> <p>Rose Blanche: -diary entry -bravery award speech</p>	<p>-Word type, sentence type, tenses, clauses, inverted commas for speech</p>	<ul style="list-style-type: none"> - Sentence types - Present perfect tense - Conjunctions - Relative clauses - Layout devices - Dialogue to reveal characters 	<p>Diary Entry Immerse Analyse Write and edit</p> <p>Bravery award speech Immerse in model text Analyse Write and edit</p>
<p><u>Maths</u></p>	<p>Decimals to 2dp Thousandths Multiply and divide by 10, 100, 1000</p> <p>Understand percentages</p>	<p>Children first look at forming expressions before moving on to solving more complex equations. This should be introduced using concrete and pictorial methods alongside the abstract notation.</p>	<p>Statistics -Line graphs -Circles -Pie charts -The mean</p> <p>Shape -Using a protractor -Angles -Angles in shapes -Draw shapes -Draw nets of shapes</p>
<p><u>Science</u> <u>Evolution and</u> <u>Inheritance</u></p>	<p>Understand what a living things is, e.g. MRS GREN. Children will have knowledge of how offspring in humans and different living things are created.</p>	<ul style="list-style-type: none"> ● Recognise that living things have changed over time and that fossils provide information about living things that inhabited millions of years ago 	<ul style="list-style-type: none"> - explain the scientific concept of inheritance. - demonstrate understanding of the scientific meaning of adaptation.

	<p>Understanding of how we develop from child to adult. Explain what animals and plants need to live.</p>	<ul style="list-style-type: none"> ● Recognise that living things produce offspring of the same kind ● Understand that offspring can vary and that some may not be identical to their parents ● Identify and explain how animals and plants are adapted to suit their environments ● Explore how adaptation may lead to evolution 	<ul style="list-style-type: none"> - identify the key ideas of the theory of evolution. - identify evidence for evolution from fossil records. - understand how human beings have evolved. - explain how adaptations can result in both advantages and disadvantages. - explain how human intervention affects evolution.
<p>History <u>World War 1</u></p>	<p>Children have experience of investigating daily life in different periods, e.g. through medicine and disease units. Children can use different sources and draw conclusions and use this to support their informed opinions. Children through other units will have experience of what this decade would have been like and the different resources available or that could be used for war.</p>	<ul style="list-style-type: none"> ● To investigate elements that led to the first World War ● To investigate what life on the Western Front was like ● To explore the advancements of warfare that occurred during WWI. ● To explore the involvement of animals in WWI. ● To explore what life was like for the people in Britain during WWI. ● To investigate the end of WWI and what happened afterwards 	<ul style="list-style-type: none"> ● Explore alliances between countries and empires during this time 1914. ● Investigate the assassination of Franz Ferdinand and how this became the catalyst for WW1. ● Explore life on the frontiers on the Western front: German, French and British. Investigate how this left poor living conditions for soldiers – diary entries. ● Use secondary sources to explore technological advances during this time and how these might have shaped how countries fought. ● Understand and identify the role of animals and how if they were not used it could have affected results. ● Explore normal life during WW1, e.g. role of women and children, investigate propaganda and create their own posters. ● Investigate how the war ended and understand the years that came after.

<p><u>Art</u></p> <p><u>Klimt (textiles)</u></p>		<p>To create sketch books to record their observations</p> <p>use sketchbooks to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials</p>	<p>To sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt.</p> <p>To use symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story.</p> <p>To review and revisit ideas, then use gilding in a Klimt inspired work of art or product.</p> <p>To develop techniques used to create natural textures such as those in Klimt's landscape paintings.</p> <p>To develop techniques and use symbolism in the style of, or inspired by Gustav Klimt.</p>
<p><u>Computing</u></p> <p><u>Blogging</u></p>	<p>Year 4 - Writing for different audiences</p> <p>To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.</p>	<p>Key vocab:</p> <p>Audience</p> <p>Blog page</p> <p>Collaborative</p> <p>Blog post</p> <p>Icon</p>	<ul style="list-style-type: none"> - To identify the purpose of writing a blog. To identify the features of successful blog writing. - To plan the theme and content for a blog. - To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. - To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. - To understand the importance of commenting on blogs. To peer-assess

			blogs against the agreed success criteria.
PE: Dance	<p>Perform with control and some level of coordination.</p> <p>Can use body movements in different ways to respond to a stimuli.</p> <p>Vary dynamics, speed and direction in a performance.</p> <p>Use dance vocabulary to compare their own and other performances.</p>	<ul style="list-style-type: none"> • demonstrates precision, control & fluency in response to stimuli • vary dynamics & develop actions with a partner or as part of a group • demonstrate rhythm & spatial awareness • modify and evaluate their own and others' performance upon observation and understanding of their body. 	<ul style="list-style-type: none"> • Revise and elicit prior knowledge of travelling in different ways, through changing direction, speed and different levels. • Use a theme of fireworks as inspiration – how can this be portrayed through action/body movement? • Continue to use the same theme and now explore different techniques in dance, e.g. canon, unison etc. • Look at rhythm through exploring different music and how movements need to be fluid. • Children devise a short piece and evaluate and perform. •
RE: Ascension and Pentecost	<p>Y2:</p> <p>Children will have experience of why this event is significant to Christians. They will have explored how God might be seen differently to people. They will have extended upon this and began to view God as a three. Children should have knowledge of how this event was significant in the life of Jesus.</p>	<ul style="list-style-type: none"> • Know that Ascension and Pentecost are key to Christians. • Know that we believe people's lives can be inspired and transformed by the Holy Spirit. • Retell stories of Ascension and Pentecost and talk about people during that time. • Understand how the lives of others have been transformed by the Holy Spirit. • Explain the distinctive Christian beliefs between Ascension and Pentecost. 	<ul style="list-style-type: none"> • Explore interpretations of Ascension and Pentecost through artist work. Children will explore whether they feel they reflect the events. • Look at a recount of Jesus ascension – look at the disciples and write from their perspective. • Investigate Peter before and after Pentecost and how they think he has changed and why. • Explore symbolism of the Holy Spirit and why these have been used – write imagery poems to show understanding. • Look at these events being about inspiration and why – who inspires them.

			<ul style="list-style-type: none"> ● Explore words of creed and how these show Christian beliefs – children pair/write their own for our school.
Music:	<p>Y4: Playing – Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</p> <ul style="list-style-type: none"> ●Improvisation – continue to explore and create your own responses melodies and rhythms <p>Y5: Singing – sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing – play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</p>	<p>Listen & Appraise – recognise styles, find the pulse, recognise instruments, listen, and discuss all immersions of music</p> <p>Musical Activities</p> <p>Games – internalise, understand, feel, know how the dimensions of music work together.</p> <p>Focus on</p> <p>Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</p> <p>Singing – sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p>	<ul style="list-style-type: none"> ● Listen and appraise You've Got a Friend in Me by Carole King. Explore other songs by this artist and compare with focus song. ● Play warm up games with the song to tune into pitch, rhythm, tempo. ● Begin to learn the song and create an improvised piece using different instruments, e.g. drums, glockenspiels.